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ABSTRACT

This report is intended as a tool for colleges, universities, volunteer associations, businesses, and industries that wish to give women official recognition for experience acquired through nonpaid work. Chapter 1 examines experiential learning in the United States and how it is viewed for women. The second chapter is a selective bibliography from ERIC of 34 models, practices, and tools on women's experiential learning since the 1970s. References are presented in sequence, beginning with the oldest publication. Each reference is in the format used by the ERIC system for journal articles and documents that includes title, author, descriptors, and annotation or abstract. Chapter 3 offers a synthesis of 14 documents selected from chapter 2 to present a range of steps that should be followed when implementing an experiential learning program for women. The documents are presented in the form of a synthesis preceded by titles and authors' names. Tables are reproduced from the original documents. The documents are grouped by target populations: vocational educators and employers, vocational educators, employers, and the candidate. (YLB)

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THE RECOGNITION OF WOMEN'S EXPERIENTIAL LEARNING IN THE UNITED STATES

Marthe Sansregret

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Published by John Abbott College
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La Direction Générale de l'Éducation des Adultes
Ministère de l'Éducation
Québec

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FOREWORD

Change has become the one sure thing for every adult. In the past, schools educated young men and women for roles that they expected to fill for their entire life. Women expected to be wives and mothers; men expected to be bread-winners. The belief in unchanging life roles was always probably overly simplistic. But in recent times, it has become increasingly obvious that adults should prepare for diverse roles and for other changes in their lives.

Women, especially, are facing change. Many women are finding that they must assume part or all of the breadwinner's role, working for wages outside of their homes as well as being the family homemaker. Dealing with life changes, especially with the need to return to the labor force, has led many adult women to seek education that will empower them, enabling them to deal with the changes they are facing, and helping them to create change where it is needed.

The educational system, however, has been slow to recognize the needs and strengths of adults, especially adult women. One of the chief needs of adult learners is credit for what they already know and are able to do. Experience is the one sure quality that adults have more of than youngsters. Adult learners want recognition of this from the educational system. They do not want to spend their time and money being taught something they already know.

Adult women have faced special problems when it comes to recognition of their prior learning. Stereotypes of women's work in the home and community often depict it as requiring little skill and having little relevance to education or for employment.

For the past decade, women and men in the United States have struggled to develop methods and materials that can be used to evaluate what women have learned in their unpaid work in the home, in volunteer work, and in community service. They have also studied the relationship between women's prior learning and what has been taught in college courses, as well as the relationship between this prior learning and various types of paid jobs.

Unfortunately, because this work was concentrated in the United States, little effort was made to present the idea of educational credit for prior experience learning to the women and educators of other countries. Marthe Sansregret has set out to remedy this. She has spent considerable time studying the various processes for the assessment of women's prior experience learning. In this book, Sansregret presents the conceptual framework for the recognition of prior learning, summaries of the materials that has been developed. By creating parallel versions, in both English and in French, Sansregret has provided all of the women in Canada with an avenue for better recognition of their learning from homemaking and other family- and community-centered activities. In doing so she empowers them to meet the changes and challenges of the future.

Ruth B. Ekstrom
Senior Research Scientist
Educational Testing Service
Princeton, NJ USA

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We wish to express our gratitude to André Beaudet, Responsable de la Reconnaissance, Direction Générale de l'Éducation des Adultes, and Lana de Liamchin, Research Director, John Abbott College, who have made the completion of this project possible. We also wish to thank Chantale Leclerc, Bureau de la Coordination à la Condition féminine, Nicole Verret, Transition-travail and Suzanne Dumont, CEGEP Bois-de-Boulogne for their help at the initial stages of the project.

We especially convey our thanks to Ruth B. Ekstrom, Senior Research Scientist, ETS, Princeton, N.J., who supplied a great amount of documentation and has not only supported this research with enthousiasm but has accepted to write the foreword; to Gabrielle Cantin, professor in the Andragogy Department, University of Montreal, who was an extraordinary collaborator and who was available in times of need; and to Hélène Laporte-Rawji, who in addition to putting the research on a word processor, was of great help.

We thank the following persons and organizations who have graciously allowed the use of parts of their documents: Educational Testing Service, Princeton, New Jersey; John D. Steffen, Marjory A. Neely and Diane Dees, Kansas State University, Manhattan, KS; Elizabeth Stanley, The Ohio State University, Columbus, Ohio; Frank Bryars, Education Information Specialist, Washington, DC; Susan Imel, Assistant Director of ERIC Clearinghouse, Columbus, Ohio; Robert C. Taylor, The National Center for Research in Vocational Education, Columbus, Ohio.

Marthe Sansregret

SUMMARY

This research, which includes a Foreword by Ruth B. Ekstrom of Educational Testing Service (ETS), Princeton, New Jersey, can be used as a working document as well as a reference document. It is divided into three chapters:

1. History, including arguments in favor of the recognition of experiential learning acquired by adults in general and by women in particular.
2. Inventory of models (34) gathered from the ERIC data bank
3. Presentation of 14 models selected from the Inventory of Chapter II.

The selected documents can be used by vocational educators as well as by employers and by women. They are presented in the following order:

TO THE VOCATIONAL EDUCATORS AND THE EMPLOYERS
1. Evaluation of administrative skills acquired through volunteer work.
2. Transfer of experience and skills to the business world and to vocational education.

TO VOCATIONAL EDUCATORS
3. Identification of life experience learning in relation to vocational education.
4. Evaluation of homemaking and volunteer work for college recognition.
5. Accreditation of prior learning.
6. Accreditation of experience applied to vocational education.

TO EMPLOYERS
7. Transfer of experience from non-paid to paid employment.
8. Identification of transferability of experience to employment.
9. Accreditation of experience for equal job opportunity.
10. Counseling (Project ACCESS).
11. Counselor's Guide (Project HAVE).
12. Employer's Guide (Project HAVE).

TO THE CANDIDATE
13. Accreditation process for enrollment in vocational education.
14. Accreditation process for entry on the job market.

The various sections of this report represent a synthesis of authors' research and provide adequate information to those who have to decide on the feasibility of implementing the programs of experience recognition. However, despite all the care we took in synthesizing the documents, we recommend that those interested in the matter should consult the original papers for more complete information.

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INTRODUCTION

This report is an adaptation of a research project previously done in French under the title "La Reconnaissance des Acquis Expérientiels des Femmes aux États-Unis" and is designed to serve the English colleges and universities in Quebec as well as employers. This research was made possible by a grant from La Direction Générale de l'Éducation des Adultes of the Ministry of Education of Québec, under the supervision of Mr. André Beaudet.

"Recognition of experiential learning" means giving official credit for knowledge which has been acquired through means other than formal courses of study. This is very important for adults who wish to use this knowledge to gain admission to a program of study, to get a job, to return to work, or to obtain a promotion.

The United States has led the way in granting such credits, and the idea is now gaining acceptance in Quebec. In 1982, a group called "La Commission d'Étude sur la formation des adultes" was given a mandate by the Ministry of Education of Quebec to prepare a paper outlining the educational needs of the adult population of Quebec. One of the recommendations of this Commission was that women, in particular, be given credit for knowledge which they have acquired through "experiential learning".

This report has three objectives:

1. To describe the progress which has been made in the United States.
2. To prepare an inventory of certain models, practices and tools which are, or soon will be, in use.
3. To present a synthesis of a certain number of models, practices and tools which could be used to start programs of credit for experiential learning for women.

Because a great deal of research has already been done in the United States, it was deemed necessary to go on a research mission to that country, specifically to Princeton, New Jersey where it was possible to meet with Dr Ruth B. Ekstrom, Senior Research Scientist with the Educational Testing Service. Dr Ekstrom provided a much better understanding of the general situation in the United States and enabled the author to make use of some of the relevant documents. The conversations with Dr Ekstrom were highly motivating for anyone seriously interested in the subject of experiential learning. Also, Dr Barry Druesne, Program Director for CLEP (College Level Examination Program) provided information on how to use the CLEP tests.

However, the extensive scientific experimentation that has been done in the United States, leaves the researcher with the task of doing a synthesis that covers the main aspects of the works previously done in that domain.

The objective of this report is to create a tool which can be used by colleges, universities, volunteer associations, businesses and industries that wish to give official recognition to experience acquired through non-paid work, no matter how it has been acquired, especially in the case of women.

The author identifies some of the practices used in the United States and points out the main steps which are used to help those who request credit.

When looking at the recognition of experiential learning, we notice quickly the amount of documentation available and the need to obtain correct information. We also notice, right from the beginning, the need to gather professionals from education and from the labour force, and to study a sample of the clientele before even deciding to implement such a project.

Before presenting this report, the author considered different ways of proceeding. It was decided that the most practical format was a presentation of the documents gathered in groups, each group having a specific title. In this way we are able to present a good range of the existing information while, at the same time, respecting the rights of the authors.

This work will, we hope, help people become more familiar with some interesting American experiences and with the authors of these works. The experiences selected for this report should help professional coordinators, adults in general and women in particular.

This report is divided into three chapters. The first one presents an overview of experiential learning in the United States and how it is viewed for women.

The second chapter is a selective bibliography from ERIC of models, practices and tools on women's experiential learning since the 1970's. This presentation makes possible a quick use of different abstracts from ERIC.

The third chapter offers, because of their relevance, a synthesis of a certain number of documents already mentioned in Chapter II, including tables, and preceeded by titles and authors' names. These documents are ranked in order according to the various steps of the process of developing a program of experiential learning for women.

Because we were very cautious about the authors' rights, we have tried to maintain their individual approaches and avoid as much as possible a simplification of their thought. This way of proceeding creates some repetition and duplication, but we believe, after serious reflection, that it is the best way to present such a report.

CHAPTER I

A RATIONALE FOR SOME OF THE MORE IMPORTANT PROGRAMS FOR WOMEN'S EXPERIENTIAL LEARNING IN THE UNITED STATES

Before studying the question of experiential learning for women in particular, we have traced the history of experiential learning in order to determine its origin and then traced the history of experiential learning for adults in general.

History of experiential learning

The history of experiential learning was gathered on ERIC (Educational Resources Information Center). The earliest document that mentions experiential learning for the adult population in general, and for women in particular, appears in the work of Stanley (1953) who states that the School of General Studies of Brooklyn College offers a Bachelor of Arts program for adults. According to Houle (1976), the practice of integrating practical work to college studies can be traced to the end of the 19th century.

These two authors mention in their research report that recognition of work experience became an important issue at the end of World War II when large numbers of servicemen wished to obtain some form of credit for the skills they had acquired while serving in the Army. This situation created an undeniable need for greater cooperation between private industry, the armed services, government and professional associations.

With the beginning of the 1970's, there were radical changes in the student clientele, the curriculum and the institutional structures. The most important change concerns the complexity of the student population which, more than ever before, was made up of different age groups, ethnic groups and other assorted groups such as housewives, chartered accountants, lawyers, secretaries, former prisoners, golden agers, volunteers and army staff.

According to Knapp, institutions, in order to answer the needs of this diversified clientele, must redefine and broaden their concept of post-graduate schools. Universities are beginning to offer courses and inter-disciplinary diploma programs with the objective of bringing coherence to what seems to the students to be "the cahotic reality of life".

In the Arts especially, we notice the adjustments that are required by this impressive social change. There are courses such as "The Medieval Mind and the Jewish Experience", "Aging in America" and "Images of Women in the Arts". Moreover, according to Knapp, the pressures created by the new "students" force colleges to establish links between the academic world and the labour force.

According to Stanley (1980), the expression "experiential learning" refers to "learning as it occurs outside the classroom, although it is recognized that classrooms also provide experiential settings":

Definition of learning

Most authors agree with the definition of Ruth B. Ekstrom (1981) who presents experiential learning as:

- Sponsored experiential learning, such as field work and internships, which take place away from the classroom but are planned and/or supervised by a faculty member, and
- Prior or life experience learning, which occurs outside of schools and without faculty supervision.

Knapp (1977) mentions that this way of learning, along with cooperative education and other similar means, started in the post-secondary system. The first cooperative education program for engineers was started at the University of Cincinnati around 1900. However, it is only recently that academic institutions have given formal recognition to "learning by prior experience", when considering an applicant's request for admission. This is mentioned by Knapp in Assessing Prior Learning - A CAEL Handbook, (1977):

> Sponsored experiential learning in the form of field experience, cross cultural studies, cooperative education, and independent study has achieved wide acceptance in higher education since the formation of the first cooperative education program for engineers at the University of Cincinnati shortly after the turn of the century. However, the academic recognition of learning from experiences a student has had prior to enrollment in an institution that are not sponsored by the institution (e.g. non college coursework, work experiences, hobbies, and travel) as opposed to experiential learning sponsored by the institution (e.g. cross-cultural learning projects, field experiences, cooperative education) is a relatively new phenomenon. (p.2)

There are two phenomena that demonstrate the growing tendency toward recognition of experiential learning. One is the fact that continuing education is now perceived as a life-time project and the other is that the fact that more and more adults are enrolling in colleges and universities (Stanley, 1980).

The growing demand for the recognition of experiential learning is demonstrated by the opening of CAEL "The Cooperative Assessment of Experiential Learning" (1974) which recently changed its name to "The Council for the Advancement of Experiential Learning". This center located in Columbia, Maryland, is the result of a research project done by the Educational Testing Service (ETS) of Princeton, New Jersey. The financing of CAEL was first guaranteed by the Carnegie Corporation of New York, followed shortly by the Ford Foundation, the Lilly Endownement and The Fund for the Improvement of Post-secondary Education.

Stanley mentions that in 1980, more than 300 institutions and hundreds of individuals, all members of CAEL, contributed through research toward the improvement of practices which lead to the accreditation of prior learning.

A growing interest in non-traditional education seems to be the turning point which has opened the academic world to this question of recognition of experiential learning. This particular kind of education gets its definition from "The Commission on Non-Traditional Study" (1973, p. XV) as an education which allows a diversity of learning opportunities offered to an individual, more than the uniform practices, which tend to diminish the importance of time, space and academic prerequisites to the benefit of competence and performance.

Arguments in favor of the recognition of experiential learning for adults in general

Several authors support the idea of recognizing experiential learning and translate this support into a concern for social justice and fairness to all.

The following comments from various authors were reported by Elizabeth Stanley (1980).

For Avakian (1979), the educational process in its traditional way does not answer the needs of, for example, the veteran, the housewife who wishes to return to school after spending several years at home or of the individual who, after opening up a small business wishes to obtain a college degree on a part-time basis. On the other hand, some organizations not officially recognized as educational institutions provide some form of education. We can think of the YMCA, YWCA and of many other volunteer organizations that offer their members opportunities to pursue different learning experiences of high quality, that are of benefit not only to the members but to their families and their community as well. These experiences lived either individually or as member of a group have permitted a certain degree of learning, but they are not granted official recognition.

Interpreting a survey, Davis and Knapp (1978) mentioned that more than 60% of responding institutions say that it is of primary concern to credit non-sponsored learning experience:

- College level learning should be recognized regardless of where it took place.
- Adults should not be required to take courses meant to bring about learning they have already acquired.
- Nontraditional educational options and programs serve the diverse needs of students.

Green and Sullivan (1975, p.261) support the following conclusion: "Providing working people with lateral entry into a collegiate program on the basis of documented noncollegiate learning is an eminently sensible idea, for requirements that result in duplication of learning are unwise uses of both human and educational resources."

"The Task Force on Educational Credit and Credentials of the American Council on Education (Miller and Mills, 1978) identified additional issues concerned with the use and relevance of educational credentials in the work settings:

- the need to make the present system more comprehensive;
- the desire of students to have their learning, whenever or however attained, incorporated into the credit and credentialing system in order to take advantage of subsequent educational opportunities without duplicating educational experiences and wasting personal resources.

These authors conclude that

a) the usual way of accrediting post-secondary education should be maintained, but that it should also be modified to respond to the social needs of today,
b) post-secondary education should develop policies and procedures to recognize learning experiences acquired outside the institutional framework (p. 234) and should give priority to the development of new approaches technically validated to evaluate educational achievements.

Elizabeth Stanley concludes by stating that we must not forget that the number of young traditional students is declining as years go by. An adult population could be an asset for educational institutions in terms of tuition income. She continues by saying that a new population could be attracted to return to school, if we carefully develop, implement and evaluate projects which identify learning experiences.

Other authors, whose articles have been published by CAEL, also support the recognition of experiential learning. Duley and Gordon (1977), suggest three challenges in favor of an equitable post-secondary education where prior learning is recognized:

1) To learn how to take advantage of knowledge and methods that have already been learned

They refer to Bloom and others, in Taxonomy of Educational Objectives (1956) in which they state that the activity of thinking and of pondering comes from consciousness raising to go on to knowledge, to understanding, to application, to analysis, to synthesis and evaluation. In the past, authors have insisted that analysis, synthesis and evaluation could be better learned in the environment where these tasks must be achieved. For them, education by experience is also needed to form experts within our society who will work more efficiently for the people whom they must serve.

2) To prepare individuals to participate in production, work and action

These authors claim that school is not an environment which responds to all the conditions needed to become an adult, and in particular, to all that is needed to acquire control over one's own life. It is necessary to give adults, no matter what their age, the opportunity to apply theory to practice, to learn abilities related to jobs, to acquire a competence which allows them to establish positive interpersonal relationships, to survive and to contribute to a complex educational system.

3) To prepare individuals for a financial adaptation

At the present time, few college graduates work in their field of specialization. A bachelor's degree does not provide any guarantee for getting and keeping a job. Individuals should therefore be prepared through education to face frequent changes in their working milieu and to detect new possibilities which may be available to them.

Duley and Gordon write about preparing oneself to live with freedom, or educating oneself to good citizenship, as a means of actively participating to community life and as an important dimension of post-secondary education.

Those who will live actively and creatively, will not be satisfied with security and material ease:

> To have meaning is to have the sense that what we do, the life we live, the activities that make up our days, have or will in the future have some sort of value for us, for others, for the community, or for history. It is the sense that our life in its concreteness and its activity is worthwhile. (p.9)
>
> Duley and Gordon

The following review of the literature enables us to become familiar with authors whose articles have been published by "New Directions for Experiential Learning".

David S. Bushnell (1979) mentions that post-secondary vocational education has evolved considerably since 1974. At the end of World War II, industries began to ask the world of education to instruct their employees and to issue attestations. Because employers cannot rely on the American army to train competent technicians, they now support and praise vocational education. Laws have been voted in the last twenty years and billions of dollars have been spent on vocational education.

A new cooperation developed between private industry, the military, State and professional associations to sponsor off-campus teaching and training.

According to Robert J. Hatala (1979) in traditional professions such as social work, education, nursing and public administration, experiential learning is known to be an efficient way of linking theory and practice. A growing need for competence obliges universities and colleges to revise their policies on learning acquired outside the institutions.

Hatala continues by stating that the following two lessons can be drawn from the world of post-secondary education in the last decade: first, the number of applications is declining, and second, post-secondary education is no longer an exclusive learning place.

Accreditation of experiential learning can help an individual make a transition from one type of courses to another. In such case, a system of CEU (Continuing Education Units) for those who have attended non credit courses has been put into effect.

IC

More and more adult students are asking for this type of credits. It is suggested that they could be granted in fields such as real estate, music, and paralegal work.

Gradually, colleges are beginning to recognize credits given by other colleges for experiential learning, but there are still problems to be solved. Hatala, concludes (p. 61) that

a) the decision to grant credits for experiential learning comes from the public opinion which claims that a diploma means competence in a profession as well as in a classroom,

b) practical experience can offer the best way, if not the only way, to acquire skills, and

c) post-secondary education plays a necessary social role in guaranteeing professional competence.

Cross (1978), through the State of Maine, conducted a study of the adult clientele's new needs and of the new provisions made by colleges. Moon Jr and Hawes (1980) have this to say about the study:

> A great many adults in Maine are seriously interested in having opportunities to pursue college learning but are not now studying anywhere. The number of adults in this category adds up to more potential students that the present total enrollments of all the colleges and universities in Maine. (p. ix)

The authors observed that the situation is very much the same throughout United States. Most of the colleges will need new ambitious students to compensate for the decline in the number of younger students.

They state that such an increase in adult clientele offers the best opportunity so far identified by the colleges to maintain their student body at an efficient level and to offer more services to the community.

The recognition of experiential learning obliges colleges to implement programs which respond to specific needs of adults by taking into account their life commitments, their schedules and their level of maturity.

Summary

During the last 12 or 13 years (starting with the early 1970's), there has been evidence of a more precise recognition of adult experiential learning. Before that time, such recognition was limited to granting to ex-military personnel some sort of credit for knowledge that they had gained in the armed services, in order to enable them to get a job when they left the services.

The traditional educational system is unfair to people like housewives, veterans and owners of small businesses who have acquired experience which can be of great benefit to society.

Organizations other than formal institutions provide quality education and they respond to individual and collective needs.

When studying the subject of experiential learning, it is important to conduct a survey of several institutions, otherwise there is a risk of duplicating the work and thereby wasting human resources.

In the present situation, an adult population is an important asset for academic institutions.

Some authors support the idea of recognizing experiential learning as a question of equity, and as a way of enabling individuals and institutions to learn how to use knowledge and methods which they have acquired through experience. In this way, the individual concerned will be better equipped to participate in production, work and action and to fulfill a meaningful role in life.

There are new pressures which oblige universities and colleges to review their policies: the birth rate is down; traditional schools are no longer the only source of adult education. To an increasing extent, the adult population insists that its abilities be recognized. The decision to accredit experiential learning stems from the belief that a diploma should represent competence in a profession as well as success in the classroom and that practical experience is the best way to acquire that competence.

According to this point of view, adults are entitled to educational programs which take into account their various needs, their values, the time which they have at their disposal and their degree of maturity.

Arguments in favor of the recognition of experiential learning for women in particular

In the United States, a degree of recognition of experiential learning for the adult population in general has existed for the past forty years. Many organizations and institutions have already made the necessary adjustments to adapt to this change.

According to Ekstrom (1981), more than half of the women in the United States hold a paid job outside the home and more and more women express a desire to study at the post-secondary level.

As expected, an official recognition of experiential learning includes women working at various tasks. However, until now, little has been written about housewives. Housewives returning to school, for example, are in a different situation from others such as men who adapt fairly easily from one type of work to another, or can interrupt their careers in order to complete studies on a long or short term basis.

Housework, incumbent to the housewife, has always been taken for granted and no official value is attached to it. In our North-American society, where work outside the home equals money, housework, when accomplished by one member of the household is considered of little or of no tangible value. Because of the number of different tasks performed by housewives and the number of different learning experiences that they encounter, it would be profitable from many points of view - political, social, human - to evaluate these learning experiences and to transfer them into academic credits. There is an urgent need to do so.

As the years go by, more and more women apply for and find that the programs of study are not suited for them because the institutions are still structured to accommodate students who come directly from high school. Many of these women have knowledge and abilities acquired through wide-ranging experience, but they are obliged to follow courses which are designed to impart the same knowledge or to teach these same abilities.

There are many examples of this. Women who are expert cooks and bakers must take basic courses in Home Economics. A woman who works as volunteer in the community library, when enrolled in a program in documentation technology, must take courses in cataloguing and coding. A woman who worked for years in her husband's small business, taking care of the books, figuring out revenues and expenses, must complete courses in basic accountancy if she wishes to obtain a diploma in business administration technology.

Recent studies conducted by Ruth B. Ekstrom (1974-1982), from Educational Testing Service (ETS), Princeton, New Jersey, demonstrate the particular positions of housewives today. Since 1976, this author has published several research papers and articles which bring to light the problem of recognition of experiential learning. In addition to Ekstrom's fairly broad studies, others contributed to evaluate as closely as possible the work of these women at home as well as in the community and in volunteer organizations.

In the United States, women return to school in great numbers with the primary objective of eventually finding a first job or of returning to the labour force.

In order to do so, they demand more specialized programs which will enable them to take on specific jobs in which they can use their skills as housewives, mothers and volunteers. According to Ekstrom (1981), their determination to obtain the proper education makes them the fastest growing clientele for educational institutions.

There are other barriers which women have to overcome such as age, stereotypes, and the wide-spread beliefs that housework and volunteer work have little value, offer few learning opportunities and cannot be transferred into paid work.

Even though academic institutions, as well as industry, recognize that women are an important asset both as students and workers, they have no means to help them make an easy transition from family life to professional life. Ekstrom (1981) quotes Eliason (1977):

- Women are tracked into programs leading to "dull, dead-end, and poorly paying" jobs
- Vocational educators need help in attracting and keeping women in nontraditional occupational curricula
- Vocational education programs rarely provide credit for life experience learning

However, most colleges do agree to recognize informal experience acquired by men if this experience comes from paid work or from military service.

Educational institutions and industry are willing to come forward to identify and evaluate abilities and competencies acquired through non-paid work done by women. However, a lack of information is a major barrier when it comes to counseling and implementing programs for women.

Because most women who return to school do so in order to find relevant jobs, they tend to register in vocational programs. It appears that the majority of vocational educators agree on the fact that their female students have acquired a variety of experiences before they return to school, and that adjustments should be made in order to take into account this type of learning. This agreement on the part of the vocational educators supports a system of recognition of prior experience. However, we must not overlook the fact that a certain number of educators and counselors seem unaware of this reality and so it is very important to establish evaluation criteria.

Women acquire a variety of abilities through housework and volunteer work. A survey done in 1969 by the U.S. Manpower Administration shows that, in a typical week, about four million women are active in volunteer work. Some of them participate in fund raising campaigns while others perform administrative tasks or become group leaders for younger volunteers, and a fairly good number take care of church activities.

To reject or neglect non-paid work has a negative effect on women and on minorities, according to the U.S. Civil Service Commission (1974):

> Paid experience which is closely related to the job to be filled is always given great weight. If paid experience provides evidence of necessary job qualifications, why shouldn't unpaid experience be considered as well? ... it expands the field of open consideration to further the objectives of equal opportunity and of finding the best person to do the job, regardless of how that person gained his qualifications. (p. 2)

Giele (1978) mentioned that careers are built on experiences acquired inside and outside the labor force, which means that it is more and more important to credit productive activities.

Obstacles to recognition of women's unpaid work experience when returning to school

Ruth Ekstrom reports the following:

1. Identification: the woman herself, or the vocational educator, may not recognize that an activity has been a learning experience in which new skills and knowledge are acquired.

2. Articulation: women and vocational educators may not be able to see the relationship between skills acquired through experiential learning and those taught in a vocational education program.

3. Assessment: even when vocational educators agree that women's life experience learning has resulted in relevant skills, formal recognition of these skills may not occur because of problems in assessing and credentialing life experience learning.

4. Knowledge gaps: because prior experience learning is not systematically organized, the knowledge acquired may not cover all the topics taught in a vocational education program.

5. Financial: some vocational education institutions do not give credit for life experience learning because they are concerned about the loss of tuition income or because state financial reimbursement policies do not provide for such payments.

6. Beliefs: Some vocational educators worry that if they accept life experience learning, it will result in lower standards or the admission of individuals unable to perform well in the program. They may also think that adult women will not perform well in vocational education programs.

Obstacles to job equal opportunities

These barriers, mentioned by Ruth Ekstrom (1981) are similar to those listed above. The difference comes from the perception that an employer (rather than a vocational educator) has when the time comes to recognize women's experience.

1. Identification: the woman herself, or the employer, may not realize that life experiences have also been learning experiences in which new skills and knowledge are acquired.

2. Articulation: women and employers may not be able to see the relationship between skills acquired through prior experiential learning and the skills needed in a job.

3. Assessment: even when employers agree that women's life experience learning has resulted in job-related skills, formal recognition of these skills may not occur because of problems in determining the scope and quality of the learning.

4. Knowledge gaps: because prior experience learning is not systematically organized, the knowledge acquired may not cover all the topics taught in a vocational education or job training program.

5. Financial: some employers worry that the costs involved in the assessment of experiential learning will be greater that the cost of providing on-the-job training for a new employee.

6. Sex stereotypes: many employers think that only work that is done for pay is "real work" and, therefore, depreciate the unpaid work done by women. They may also hold the mistaken belief that such work is trivial and has little significance to paid employment.

Abilities acquired through non-paid work

In 1973, a project entitled "Project Second Start" was designed and implemented in order to determine how well the Brooklyn College Adult Program answered the needs of a female low-income population. The results of this study demonstrate that non-paid work produces a variety of skills similar to those acquired in school (Ekstrom and Lockheed, 1976):

1. Organizational, managerial and leadership ability through experiences in community planning and politics, and from belonging to tenants', women's and religious groups.
2. Technical and professional skills such as accounting, editing, researching, and translating.
3. Recreational and cultural skills through experience in the theater, arts and crafts, music, dance, painting, and decorating.
4. Skills relevant to health, education, and welfare from work with children, youth groups, and the aged either in the home or in child care facilities, counseling centers, and hospitals.

The report concludes that:

> ... a woman should receive credit toward her degree for what she has already learned, accomplished and literally contributed to her family, her community and society. The proper assessment of a women's experience would enable a college to counsel her wisely in the direction of her abilities and interests, and shorten the number of precious hours she must invest in classroom work at the age of 35, 45 or 55.
>
> (Project Second Start, 1973)

Miller (1975) claims that women use non-paid work as a means of acquiring those skills which others acquire through formal education. On the other hand, these same women do paid work in order to remain marketable.

Hykels (1979) states that 44 per cent of the women who hold a job in public relations, have stated that their success in obtaining the job was due, in whole or in part, to their participation in volunteer work.

All these authors agree that "recognition of experiential learning" should include experience acquired at home as well as experience acquired through volunteer work. There are still many barriers but attitudes are changing quickly, and these changes have accelerated during the last decade.

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CHAPTER II

INVENTORY OF MODELS, PRACTICES AND TOOLS WHICH ARE, OR SOON WILL BE, IN USE

This chapter presents selected documentation on women's experiential learning. The documentation comes from consultation with the ERIC system. Its presentation has been approved by Dr Frank Bryars, Education Information Specialist with the National Institute of Education, Washington.

References are presented in sequence, beginning with the oldest publication.

A synthesis of the research documents preceeded by + is provided in Chapter III.

EJ 196 381 HE 510 885

AUTHOR	Brandwein, Ruth A.; Wheelock, Anne E.
TITLE	A New Course Model for Content on Women's Issues in Social Work Education
PERIODICAL	Journal on Education for Social Work, v14 n3 p20-26, Fall 1978
AVAILABLE FROM	Reprint: UMI
DOCUMENT TYPE	JOURNAL ARTICLE (080)
DESCRIPTORS	Coeducation; Course Content; Curriculum Development; Experiential Learning; Females; Feminism; Higher Education; Models; Professional Education; Sex Discrimination; Social Work; Teaching Methods; Women's Education; Women's Studies

ABSTRACT The process of developing a new course on women and the content of such a course are described. Four issues are examined: separation vs integration of course content; sexism vs racism; intellectual vs experiential learning; and women only vs coeducational enrollment.

EJ 207 658 CE 508 754

PERIODICAL	Testing for Proficiency in Housing, Illinois Teacher of Home Economics, v22 n3 p174-85 Jan-Feb 1979
DESCRIPTORS	Adult Educators; Adult Students; Credits; Equivalency Tests; Experiential Learning; Home Economics; Home Economics Skills; Housing, Knowledge Level; Measurement Instrument; Senior High Schools; Testing.
IDENTIFIER	Illinois

ABSTRACT This is the housing section of the University of Illinois project, under contract with the Illinois Office of Education, to provide adult educators with a tool for measuring the proficiency of experienced male or female homemakers who seek high school credits in home economics.

EJ 207 661 CE 508 757

PERIODICAL	Testing for Proficiency in Home Management. Illinois Teacher of Home Economics, v22 n3 p194-205 Jan-Feb. 1979
DESCRIPTORS	Adult Educators; Adult Students; Credits; Equivalency Tests; Experiential Learning; Home Economics; Home Economics Skills; Home Management; Knowledge Level; Measurement Instruments; Senior High Schools; Testing
IDENTIFIER	Illinois
ABSTRACT	The home management section of the University of Illinois project, under contract with the Illinois Office of Education, provides adult educators with a tool for measuring proficiency of experienced male or female homemakers who seek high school credits in home economics.

EJ 215 575 CE 509 079

AUTHOR	Beier, Juliet J.; Ekstrom, Ruth B.
TITLE	Creating Employment Equity through Recognition of Experiential Learning
PERIODICAL	Journal of Career Education, v6 n1 p2-11 Sept.1979
AVAILABLE FROM	Reprint: UMI
DOCUMENT TYPE	JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
DESCRIPTORS	Access to Education; Adult Vocational Education; Education Work Relationship; Employment Qualifications; Equal Opportunities (Jobs); Experiential Learning; Federal Aid; Females; Job Skills; Prior Learning; Program Descriptions; Program Development; Work Experience
IDENTIFIERS	Project ACCESS; Project HAVE Skills

ABSTRACT	Describes two Educational Testing Service Projects conducted to identify the skills that women acquire through life experiences which are helpful to success in occupations and vocational programs, and to develop materials for experience-job linkages: Project ACCESS (Assessing Competencies Concerned with Employment and School Success) and Project HAVE (Homemaking and Volunteer Experience) Skills.

+ EJ 219 807 HE 512 605

AUTHOR	Ekstrom, Ruth B.
TITLE	Evaluating Women's Homemaking and Volunteer Work Experience for College Credit
PERIODICAL	Alternative Higher Education: The Journal of Nontraditional Studies, v4 n3 p201-11 Spring 1980
AVAILABLE FROM	Reprint: UMI
DOCUMENT TYPE	JOURNAL ARTICLE(080); NON-CLASSROOM MATERIAL (055)
DESCRIPTORS	Administrator Attitudes; College Credits; Counseling; Evaluation Criteria; Evaluation Methods; Females; Feminism; Higher Education; Homemaking Skills; Prior Learning; Volunteer Training; Work Experience
IDENTIFIER	Experiential Learning
ABSTRACT	Methods and materials to assist colleges in evaluating the competencies that women acquire from their volunteer and homemaking experiences are described, including a counseling process based on the use of an "I can" list. Methods of dealing with faculty and administrative concerns about this type of experiential learning evaluation are discussed.

EJ 227 424 CG 518 988

AUTHOR	Neely, Margery A.; Schuley, Marcia R.
TITLE	Turning Experience into Competency Statements
PERIODICAL	Personnel and Guidance Journal, v58 n10 p663-65 June 1980
AVAILABLE FROM	Reprint: UMI
DOCUMENT TYPE	JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); CLASSROOM MATERIAL (050); RESEARCH REPORT (143)
DESCRIPTORS	Administration; Autoinstructional Aids; Competence; Females; Job Applicants; Portfolios (Background Materials); Self Help Programs; Volunteers; Work Experience
ABSTRACT	Outlines the development of a self-directed manual to aid in building portfolios, and reports on the evaluation of portfolios' effectiveness in presenting competencies. A portfolio of volunteer/unpaid administrative experience has demonstrated validity and reliability in presenting skills to prospective employers.

+ EJ 235 804 CE 510 242

AUTHOR	Neely, Margery A.; Steffen John D.
TITLE	Evaluating Women's Administrative Skills Gained through Volunteer Work: A Pilot Run.
PERIODICAL	Journal of Vocational Education Research, v4 n4 p75-86, Fall 1979
DOCUMENT TYPE	JOURNAL ARTICLE (080); RESEARCH RZPORT (143)
DESCRIPTORS	Administrator Qualifications; Evaluation Methods; Experiential Learning; Females, Job Applicants; Portfolios (Background Materials); Reliability; Validity; Vocational Education Teachers; Volunteers; Work Experience

ABSTRACT This investigation sought to establish how documentation of relevant unpaid work experience can be reliably rated by administrators and how well these ratings correlate with other assessments of administrative skills. A portfolio technique was developed and validated as a documentation device.

EJ 262 915 CG 522 517

AUTHOR Work, Clyde E.; et al

TITLE Guidance for Nontraditional Careers

PERIODICAL Personal and Guidance Journal, v60 n9 p553-56 May 1982

AVAILABLE FROM Reprint: UMI

DOCUMENT TYPE JOURNAL ARTICLE ((080); PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)

DESCRIPTORS Attitude Change; Career Development; Career Guidance; Females; Higher Education; Inservice Education; Learning Experience; Nontraditional Occupations; Program Descriptions; Role models; School Personnel; Secondary Education; Workshops

ABSTRACT Describes a three-year project that focuses on college-based careers that have not traditionally attracted or encouraged women. Information about opportunities and requirements in engineering, business and other such careers was presented to guidance counselors, teachers, and secondary administrators in a workshop format. Notes identifiable program results.

ED 147 371 TM 006 830

AUTHOR	Ekstrom, Ruth B., Lockheed, Marlaine E.
TITLE	Evaluation of the Academically Creditable Competencies Acquired by Women from Domestic and Volunteer Work. Final Report
INSTITUTION	Educational Testing Service, Princeton, New Jersey
DATE	January 30, 1976; 138p.
SPONSORING AGENCY	Office of Education (DHEW), Washington, DC.
DOCUMENT TYPE	RESEARCH REPORT (143)
JOURNAL ANNOUNC.	RIEAPR78
DESCRIPTORS	Adults; Business Skills; Check Lists; Classification; College Credit; College Programs; Evaluation Methods; Experiential Learning; Females; Guides; Higher Education; Homemakers; Homemaking Skills; Home Management; Job Analysis; Learning Experience; Postsecondary Education; Program Description; Skills; Voluntary Agencies; Volunteers; Volunteer Training; Women's Education; Work Experience
IDENTIFIER	Performance Based Certification

ABSTRACT

Materials to facilitate the evaluation of the competencies women acquire from domestic and volunteer work were developed, so that academic credit might be awarded for these skills, and so that women's entry or re-entry into postsecondary education might be enhanced. The project staff reviewed the literature, contacted volunteers and volunteer agencies, developed a taxonomy of skill areas, located existing assessment materials, contacted colleges, developed assessment materials, and conducted informal evaluation of the materials. These activities are briefly described. A number of skills lists developed for assessing volunteer and domestic competencies are appended. These competencies include: volunteer administration and management, public relations and communications, youth group leadership, management of home finances, and child care. Each of these "I can" lists defines the competency area, and lists 20 to 50 different associated skills. The lists are not intended to document completely the individual's acquired skills, but rather to stimulate each woman to identify and describe her own skills. Description of college programs awarding credits for experiential learning and bibliographical references are also appended.

ED 148 429 JC 780 048

AUTHOR	Eliason, Carol
TITLE	Women in Community and Junior Colleges. Report of a Study on Access to Occupational Education
INSTITUTION	American Association of Community and Junior Colleges, Washington, DC. American Association of Women in Community and Junior Colleges.
DATE	1977; 69p.
SPONSORING AGENCY	Carnegie Corp. of New York, N.Y.
AVAILABLE FROM	American Association of Community and Junior Colleges One Dupont Circle, N.W., Washington, DC 20036
MAJOR DESCRIPTORS	Access to Education; Junior Colleges; Occupational Aspirations; Student Characteristics; Vocational Education; Women's Education
MINOR DESCRIPTORS	Bibliographies; Community Colleges; Curriculum Development; Females; Questionnaires; Sex Discrimination; Student Personnel Services; Vocational Counseling; Academic Aspiration
MINOR IDENTIFIER	Nontraditional Occupations

ABSTRACT

This document summarizes findings of the Center for Women's Opportunities (CWO) study on female students enrolled in vocational/occupational programs at ten two-year colleges. Survey results indicate:

1. 60% of the students were under 21, single, full-time students; 40% were over 21, married or divorced, full- or part-time students;
2. 84.4% were white, 9.3% black and 6.3% of other ethnic minorities;
3. 41% enrolled to prepare for immediate employment upon graduation, 25.6% enrolled to increase general knowledge, and 23% planned to transfer;
4. 56% were enrolled in traditional (75-100% of female enrollment) programs, 16% in non-traditional (1-25% of female enrollment) programs, and 28% in neutral programs;

5. Respondents appeared to have little exposure to vocational aptitude testing or counseling in either high school or college. Additional analysis of institutional related problems for the female student, model support programs and services, possible sex bias in financial aid programs, and the expansion of curriculum are presented.

Extensive appendices include the student survey questionnaire and interview outline, comparison questionnaire responses of male and female students, a listing of exemplary programs for women in two-year colleges, and a listing of additional funding sources. A lengthy bibliography completes the document.

ED 152 365 JC 780 185

AUTHOR	Belock, Shirley
TITLE	Nursing Departmental Examinations: A proposed Alternative to the Current CLEP Policy at Castleton State College
DATE	February 8, 1978
NOTE	55p.; Ed. D. Practicum, Nova University
MAJOR DESCRIPTORS	Advanced Placement; Equivalency Tests; Nursing; Post Secondary Education; School Surveys
MINOR DESCRIPTORS	College Credits; Educational Policy; Professional Education; Student Attitudes; Teacher Attitudes
IDENTIFIER	Castleton State College, Vt

ABSTRACT The purpose of this study was to determine whether the policy that allows students to challenge the first year of the associate degree nursing program at Castleton State College meets the needs of challenging students and does not handicap either students or faculty in meeting learning requirements. Successful challenging students (n=9), students eligible to challenge who did not do so (n=2), nursing faculty (n=6), and directors of two other associate degree nursing programs responded to open-ended items on a pretested questionnaire. All four respondent groups continued to both prevent courses content repetition and to save students time and money.

There was a mixed response on what testing methods better samples student knowledge. Challenging students felt national examinations were satisfactory, while faculty felt such examinations were inadequate and supported, instead, using teacher prepared exams. Some faculty felt too many credit-hours were awarded to challenging students. Approximately one-half of challenging and both non-challenging students felt handicapped. Faculty concurred and indicated that students were particularly weak in some areas. Policy changes are recommended. A bibliography and a copy of the survey instrument are included.

ED 155 208 TM 007 188

AUTHOR	Sackmary, Benjamin; Hedrick Hannah
TITLE	Assessment of the Experiential Learning of Women for College Credit in the Area of Women's Studies (Preliminary Working Draft)
DATE	Oct. 1977
NOTE	50p.; Paper presented at the National Conference of the Council for the Advancement of Experiential Learning (San Francisco, California, October 1977)
DOCUMENT TYPE	CLASSROOM MATERIAL (050)
JOURNAL ANNOUC.	RIEOCT78
DESCRIPTORS	Academic Records; College Applicants; College Credits College Programs; Course Descriptions; Evaluation Criteria; Evaluation Methods; Experiential Learning; Females; Guidelines; Higher Education; Portfolio (Background Materials); Program Descriptions; Women's; Education; Women's Studies

ABSTRACT While much experiential learning (EL) may possess a potential for credit in the area of Women's Studies, such learning is not usually identified as Women's Studies or awarded credit in that area. This paper provides materials that will serve as a set of preliminary guidelines for the development of assessment criteria by which women may receive college credit for EL applicable to Women's Studies. The paper presents general standards for the assessment of EL; statements of the goals of Women's Studies programs; descriptions of specific Women's Studies courses at 31 different colleges; and information relevant to the assessment of EL. Also included are sample portfolio material representative of the actual experience of five women.

+ ED 158 676 HE 010 390

AUTHOR	Ekstrom, Ruth B. and others
TITLE	How to get College Credit for What You Have Learned as a Homemaker and a Volunteer
INSTITUTION	Educational Testing Service, Princeton, New Jersey
DATE	1977; 214 p.
SPONSORING AGENCY	Fund for the Improvement of Postsecondary Education (DHEW), Washington DC
AVAILABLE FROM	Educational Testing Service, Princeton, New Jersey 08540
DOCUMENT TYPE	CLASSROOM MATERIAL (050)
JOURNAL ANNOUNC.	RIEJAN79
DESCRIPTORS	College Credits; Directories; Equivalency Tests; Experiential Learning; Females; Guides; Higher Education; Homemakers; Homemaking Skills; Self Evaluation; Volunteers; Women's Education; Workbooks
IDENTIFIER	Educational Brokering

ABSTRACT

This is a book to help women who are thinking about entering or returning to college after spending several years as housewives and/or volunteers in their communities. The descriptive materials included will tell in general terms how the process of accrediting homemaking and volunteer experience might work: the skills that might be learned from different kinds of experiences, the information that colleges will look for in awarding credits, the kinds of credit that might be awarded, the cost involved, and some of the problems that might be encountered. The workbook section is a guide for evaluating one's own experiences and trying to obtain credit for them. Appended are: "I Can" competency lists; Catalyst National Network of local resources centers; directory of brokering programs; and a list of colleges that are members of the Council for the Advancement of Experiential Learning.

ED 160 750 CE 016 815

AUTHOR	Weinbaum, Batya
TITLE	Innovative Opportunities for the Returning Women
DATE	November 1977
NOTE	11p.; Paper presented to the mayor's Commission on the Status of Women at District Council 37 (New York, NY, Nov.1977)
DESCRIPTORS	Adult Education; Colleges; Community Involvement; Credit Courses; Demonstration Programs; Economic Disadvantagement; Educational Innovation; Educational Needs; Educational Opportunities; Employment Qualifications; Equal Education; Equal Opportunities (Jobs); Females; Feminism; Higher Education; Noncredit Courses; Outreach Programs; Postsecondary Education; Program Descriptions; School Community Programs; Sex Discrimination; Speeches; Vocational Education; Women's Education; Working Women
IDENTIFIERS	New York; Project Chance; United States

ABSTRACT In this speech, the author discusses Project CHANCE: Alternative for Women. The innovative community-based program in New York City was designed to meet the special needs of adult women whose education has been interrupted. The first half of the presentation briefly describes varied aspects of the program such as re-entry non-credit courses, credit courses, coordination, the core syllabus in skill development, flexible teaching material, and evaluation. The last half of the speech, placing the Project in the larger national and longer historical perspective, covers the relationship between the women's movement and the push for continuing education for women, economic discrimination experienced by women, the need for women to take advantage of increased educational opportunities to improve their job status, particularly in the professional and technical areas.

ED 160 772 CE 017 407

AUTHOR	Ekstrom, Ruth B.
TITLE	Evaluating Women's Homemaking and Volunteer Experiences for College Credit
INSTITUTION	Fund for Improvement of Postsecondary Education (DHEW) Washington, DC
DATE	May 1978
NOTE	9p. Paper presented at the conference on Continuing Education Programs for Women - Issues and Trends (Columbus, Ohio, May 12, 1978)
DOCUMENT TYPE	CONFERENCE PAPER (150)
JOURNAL ANNOUNC.	RIEMAR79
DESCRIPTORS	Adult Counseling; Adult Students; College Credits; Experiential Learning; Females; Homemakers; Homemaking Skills; Job Skills; Knowledge Level; Nontraditional Students; Postsecondary Education; Skill Analysis; Student Certification; Student Evaluation; Volunteers; Women's Education

ABSTRACT

A study was made to identify the competencies women gain from their volunteer and homemaking experiences and to develop materials helpful to women and to colleges in evaluating these experiences for college credit. By a review of the literature and interviews and surveys of adult women, the investigators identified fourteen volunteer work areas and six homemaking areas related to topics covered in many college courses. Using these categories, the investigators developed a set of competency assessment tools under such areas as manager of home finances and public relations/communications. These lists are the core of a series of workbooks. One workbook for college counselors focuses on the basic phases in evaluating women's experiential learning.

The first phase includes identifying student goals, identifying related background, and completing the application for admission. The second phase involves identifying the student's prior learning experiences and grouping them into clusters of related activities. In the third phase, assessment, the relevance of the student's experiential learning to departments or to specific courses is identified. Next, the student and counselor determine the best method of assessing the stu-

dent's prior learning, by formal or informal means. If informal evaluation is chosen, the next steps are to form an evaluation team and to prepare an assessment agreement.

Following evaluation, the student is notified of the outcome and the counselor takes action for credits to be placed on the student's transcript.

ED 162 580 HE 010 669

TITLE	The Fund for the Improvement of Postsecondary Education Projects / Women. Reports from the Fund
INSTITUTION	The Fund for the Improvement of Postsecondary Education (DHEW), Washington, DC
DATE	February 1979; 17 p.
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Offices, Washington, DC 20402 (Stock N° 017-080-01831-4)
DOCUMENT TYPE	PROJECT DESCRIPTION (141)
JOURNAL ANNOUNC.	RIEAPR79
DESCRIPTORS	Adult Learning; Adult Students; Counseling Services; Educational Change; Educational Problems; Education Work Relationship; Experiential Learning; Federal Aid; Federal Programs; Females; Future (of Society); Grants; Higher Education; Instructional Materials; Nontraditional Students; Postsecondary Education; Program Descriptions; Reentry Students; Sex Discrimination; Women's Education; Women's Studies
IDENTIFIER	Fund for the Improvement of Postsecondary Education

ABSTRACT

The history of women's programs of the Fund for the Improvement of Postsecondary Education is outlined, giving information on the kinds and scope of proposals received. Funding patterns are explained, and general and specific program areas are discussed: counseling programs, recognizing prior learning, integrating curriculum and career needs, materials for women's studies, and nonsexist institutions. The overview reveals promising efforts to solve problems in postsecondary education that have significance for all learners, not just women. Women's projects constitute an unusually promising approach to system improvement by having brought to the fore and begun to solve important educational and social problems.

ED 171 356 JC 790 360

AUTHOR	Eliason, N. Carol
TITLE	The Importance of Research on Transferable Skills to Female Mid-Life Career Changers
DATE	June 15, 1979
NOTE	14p. Paper presented at the Conference of the National Center for Research in Vocational Education (Columbus, Ohio, June 15, 1979)
DOCUMENT TYPE	REVIEW LITERATURE (070); CLASSROOM MATERIAL (050); CONFERENCE PAPER (150)
JOURNAL ANNOUNC.	RIEOCT79
DESCRIPTORS	Career Change; Career Choice; Career Counseling; Career Exploration; Community Colleges; Cooperative Education; Employed Women; Employer-Employee Relationship; Experiential Learning; Females; Field Experience Programs; Inplant Programs; Job Skills; National Programs; Occupational Tests; Systems Approach; Two Year Colleges; Vocational Education; Women's Education; Women's Studies

ABSTRACT

Research findings at the National Center for Research in Vocational Education (NCRVE) document the practicality of a systems approach to transfer of skills from other realm to the world of the vocational training classroom and directly to the world of work. One of the targeted approaches specifically concerned with upgrading the status of women in the labor force is project ACCESS. It is a research and system development study which has already focused on major obstacles to women's obtaning necessary counseling and training. In 1980, the project will begin to identify and assess skills women have acquired through homemaking, parenting, volunteer work, community service, and other life experiences; and to determine the relevance of these skills for 10 occupations and 10 vocational programs. On the basis of interviews with 100 women, prospective employers and instructors drafted a list of competencies required for success in each occupation or program. Approximately 300 women will take part in 1980, with 200 enrolled in vocational education programs and 100 in on-the-job training programs. Goals will be met if the system results in recognition of women's experiential learning by a larger group of employers and educators, and assists women in entering new fields.

ED 185 318 CE 024 764

AUTHOR	Lapine, Louise; Moore, Sandra Smith
TITLE	Off-Campus Experiential Learning for Women: A Model Program
INSTITUTION	Alverno Research Center on Women, Milwakee, Wisconsin
DATE	1976; 118p.
SPONSORING AGENCY	Office of Education (DHEW), Washington, DC Women's Educational Equity Act Program
AVAILABLE FROM	EDC/WEEAP Distribution Center, 39 Chapel Street, Newton, MA 02160
DOCUMENT TYPE	NON CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)
JOURNAL ANNOUNC.	RIESEP80
DESCRIPTORS	Academic Education; Adult Education; Career Choice; Careers; College Faculty; College Programs; College Students; Experiential Learning; Extension Education; Females; Field Experience Programs; Goal Orientation; Integrated Activities; Interviews; Needs Assessment; Postsecondary Education; Program Descriptions; Program Design; Program Development; Program Evaluation; Program Guides; Program Implementation; Student Educational Objectives; Student Placement; Work Experience
IDENTIFIERS	Alverno College, WI; Off-Campus Experiential Learning Program

ABSTRACT Developed during an evaluation of the Alverno College (Milwakee, Wisconsin) off-campus Experiential Learning (OCEL) program, this manual provides suggestions for designing experiential learning programs integrating academic and off-campus work experiences for postsecondary women students and evaluating existing experiential learning activities. Part I, Introduction to Experiential Learning, contains three chapters: The Growth of Experiential Learning Programs, Program Elements, which includes philosophy, prototypes, program development, and implementation considerations, and Alverno's Program, which overviews OCEL. Part II, The Study, details the OCEL evaluation which intended to describe the effects of program implementation on students and faculty, decribe faculty and student goals, and

relate goal satisfaction to program variables, and assess impact on career orientation, commitment, and patterns of graduates. (Data are based on interviews with participating and control students and involved faculty). The four chapters of Part II are Program Implementation, Goals and Outcomes, Impact, and Findings and Recommendations. These findings include the following: certain departments use the program more; there is general discontent with placement and work activity validity; and the program is more successful in meeting students' goals (job exploration and skill testing) than the faculty's (practical application of theory and skill testing). Appendices, amounting to one-half of the manual, include study methodology, interviews, and evaluation data.

ED 187 369 JC 800 288

AUTHOR	Eliason, N. Carol
TITLE	Equity Counseling for Community College Women
INSTITUTION	American Association of Community and Junior Colleges, Washington, DC, Center for Women's Opportunities
DATE	1979, 291p.
SPONSORING AGENCY	Women's Educational Equity Communications Network, San Francisco, California
AVAILABLE FROM	EDC/WEEAP Distribution Center, 39 Chapel Street, Newton, MA 02160
DOCUMENT TYPE	PROJECT DESCRIPTION (141); POSITION PAPER (120); COLLECTION (020)
JOURNAL ANNOUNC.	RIEOCT80
DESCRIPTORS	Adult Students; Allied Health Occupations Education; Career Counseling; Career Planning; College Credits; College Role; Community Colleges; Community Involvement; Counseling Techniques; Counselor Role; Demonstration Programs; Displaced Homemakers; Engineering Technology; Equal Opportunities (Jobs); Experiential Learning; Females; Group Counseling; Minority Groups; Nontraditional Occupations; Reentry Students; Sex Fairness; Sex Stereotypes; Two Year Colleges; Welfare Recipients

ABSTRACT Articles written by women educators and counselors are provided with accompanying resource information in this five-part monograph which focuses on the need and the implementation of sex equity vocational counseling at community colleges. Part I examines the role the counselor can play in eliminating the effects of sex stereotyping on the occupational decisions made by women and in making occupational training available to women in areas traditionally dominated by men. Part II discusses the institutional commitment needed to provide sex equity counseling in terms of programs and services, and Part III examines the special needs of various target populations, including minorities, middle-aged women re-entering the job market, displaced homemakers, and welfare recipients. Part IV explores various techniques that can be used in implementing sex equity, including group counseling, workshops, awareness training, life/work planning, community activities and clubs, computerized career counseling, and granting college credit for homemaking and volunteer work experience. Part V describes the exemplary counseling programs and services provided for women students at six community colleges. A bibliography of materials of interest to students, counselors and administrators is appended.

ED 189 335 CE 025 697

AUTHOR Ekstrom, Ruth B.; Eliason, N. Carol

TITLE The Transferability of Women's Life Experience Competencies to Employment and Vocational T ducation: A State-of-the-Art Review

INSTITUTION Educational Testing Service, Princeton, New Jersey

DATE November 30, 1978, 38p.

SPONSORING AGENCY Bureau of Occupational and Adult Education (DHEW/DE), Washington, DC

DOCUMENT TYPE REVIEW LITERATURE (070)

JOURNAL ANNOUNC. RIEDEC80

DESCRIPTORS Adults; College Credits; Course Evaluation; Employment Qualifications; Equivalency Tests; Experiential Learning; Females; Job Skills; Learning Experience; Noncredit Courses; Portfolios (Background Materials); Postsecondary Education; Prior Learning; Student Certification; Transfer of Training; Women's Education

ABSTRACT The purpose of the Review reported here is to identify what has been and is being done in formally recognizing the educational and career relevance of the skills and competencies which women learn from their life experiences. Methodology noted includes survey of published literature and interviews with organizations, projects, and individuals to determine approaches and techniques for accrediting experience. Focus is on the kinds of learning that take place outside the usual formal instruction offered in school or college - prior learning as opposed to school sponsored experiential learning, non-credit prior classroom learning, colleges' recognition of non classroom learning, and transferability of non classroom prior experience learning into paid employment. Conclusions presented are as follows: the main approaches used by educational institutions to assess prior experience learning are (1) courses or program evaluation, (2) credit by examination, and (3) portfolio development. Portfolio development is considered the optimum because of its flexibility, but because of its individualization it involves more time and higher costs. Credit by examination works best when there is good correspondance between content of exam and scope of experience. Course/program evaluation is possible only for prior learning involving formal instruction. The main approach used to relate women's prior learning to employment involves matching individual competencies with job competencies.

ED 189 909 HE 012 723

AUTHOR	Fisher-Thompson, Jeanne
TITLE	Barriers to reentry Women: College Transfer Policies, Residency and Graduation Requirements, Field Evaluation Draft
INSTITUTION	Association of American Colleges, Washington, DC. Project on the Status and Education of Women
DATE	May 1980; 13p.
SPONSORING AGENCY	Office of Education (DHEW), Washington, DC. Women's Educational Equity Act Program
AVAILABLE FROM	Women's Reentry Project, Project on the Status and Education of Women, Association of American Colleges, 1818 R Street NW, Washington, DC 20009
DOCUMENT TYPE	REPORTS - GENERAL (140)

DESCRIPTORS College Admission; College Credits; College Transfer Students; Experiential Learning; Females; Graduation Requirements; Higher Education; Nontraditional Students; Prior Learning; Reentry Students; Residence Requirements; Student Recruitment; Transfer Policy; Women's Education

ABSTRACT Problems and barriers concerning transfer policies, residency, and graduation requirements that women often face when re-entering the educational system are identified. Additionally, ways in which institutions can be more responsive to the needs of reentry students are suggested. A wide range of possible actions is included so that institutions can pursue those appropriate to their individual circumstances. Credit transfer is one of the major barriers to women seeking to reenter college. The following topics are considered: credit by examination; the time limit for completion of graduate study; credit for prior experience; the requirement that all or a certain number of credits can be earned as a full-time student; extension courses and residency; courses for military personnel; special population; legal considerations; recruitment of reentry women as transfer students; admissions; counseling; registration; and other student services. A selected list of resources is included.

ED 191 346 HE 012 767

AUTHOR Scott, Nancy A.

TITLE Returning Women Students: A Review of Research and Description Studies

INSTITUTION National Association for Women Deans, Administrators and Counselors, Washington, DC

DATE 1980, 32p.

AVAILABLE FROM National Association for Women Deans, Administrators and Counselors, 1625 I Street NW, Suite 624A, Washington DC 20006

DOCUMENT TYPE REVIEW LITERATURE (070); BIBLIOGRAPHY (131)

JOURNAL ANNOUNC. RIEJAN81

DESCRIPTORS	Academic Achievement; Access to Education; Adult Students; Annoted Bibliographies; College Students; Educational Benefits; Educational Counseling; Females; Higher Education; Lifelong Learning; Maturity (individuals); Nontraditional Students; Reentry Students; Student Attitudes; Student Characteristics; Student Needs; Student Problems; Success; Women's Education
ABSTRACT	Research and descriptive studies conducted from 1966 to 1979 in the area of the mature woman returning to school are reviewed and an annoted bibliography in this field is presented. Some important articles from the early sixties are also included. The following topics are considered: description of women returning to college, reasons for returning to college, obstacles faced in returning, problems encountrered as students, needs of the mature students, joys of returning and the advantages of maturity, success and achievement as students, counseling implications, recent research and counseling strategies, suggestions for improvements, and continuing education programs for women.

+ ED 192 041 CE 026 486

AUTHOR	Ekstrom, Ruth B., and others
TITLE	Identifying the Transferability of Women's Life Experience Learning to Employment - Project Report
INSTITUTION	Educational Testing Service, Princeton, New Jesey
DATE	1980
NOTE	28p.; For related documents see ED 148 429, CE 025 697 et CE 026 487
SPONSORING AGENCY	Bureau of Occupational and Adult Education (DHEW/DE), Washington, DC
DOCUMENT TYPE	RESEARCH REPORT (143)
JOURNAL ANNOUNC.	RIEFEB81
DESCRIPTORS	Adults; Employers; Employment Potential; Experiential Learning; Females; Job Skills; Occupations; Prior Learning; Surveys; Transfer of Training

ABSTRACT A study sought to describe the usefulness of the learning women acquire through life experience to entry level jobs in selected occupations. Methodology included sending sixteen sets of nine questionnaires to women in women's centers, displaced homemaker centers, and counseling centers in seven states (131 replies, 91% response). The questionnaires were designed to determine the frequency and extent of involvement of adult women in homemaking and parenting activities, volunteer work and community services, recreation and hobbies, formal and informal education, and paid work. The questionnaires also asked about respondent characteristics and requested self-ratings of competency in twenty-eight skills. Questionnaires designed to identify the importance of certain skills in selecting workers in entry-level jobs in eleven occupations were sent to nine employers in each occupation. Then the self-ratings of adult women's skills were compared with employer selection ratings. (Results are shown in nine tables of skills rated Necessary for each occupation and a table showing transferability of women's self-rated skills to the skills the employers selected).

+ ED 192 042 CE 026 487

AUTHOR	Ekstrom, Ruth B.; and others
TITLE	Identifying the Relevance of Women's Life Experience Learning to Vocational Education
INSTITUTION	American Association of Community and Junior Colleges Washington, DC; Educational Testing Service, Princeton, New Jersey
DATE	1980
NOTE	27p.; For related documents see ED 148 429, CE 025 697 et CE 026 486
SPONSORING AGENCY	Bureau of Occupational and Adult Education (DHEW/DE), Washington, DC
DOCUMENT TYPE	STATISTICAL MATERIAL (110); REVIEW LITERATURE (070); GENERAL REPORT (140)
JOURNAL ANNOUNC.	RIEFEB81
DESCRIPTORS	Adults; Adult Vocational Education; Advanced Placement; Course Evaluation; Experiential Learning; Females; Job Skills; Occupational Prior Learning; Surveys; Transfer of Training; Two Year Colleges; Women's Education

ABSTRACT

A study sought to find out how many skills which women learn through life experience can be transferred to selected postsecondary vocational education programs. Methodology included mailing sixteen sets of nine questionnaires to women in women's centers, displaced homemakers centers, and counseling centers in seven states. Questionnaires covered the type and extent of adult women's involvement in homemaking and parenting activities, volunteer work and community services, recreation and hobbies, formal and nonformal education, and paid work, and self-ratings on twenty-eight occupationally transferable skills. Questionnaires are also sent to nine junior college vocational educators to identify the importance of skills for selecting students for vocational programs and for awarding advanced placement in nine program areas. Finally, the women's self-ratings and the vocational educators' ratings were compared to identify the skill areas with the greatest transferability for each program. It was concluded that self-ratings of adult women's life experience skills and learning have potential for use in counseling and placing women in postsecondary vocational education programs. Six tables show items rated for advanced placement or exemptions from courses. A transferability analysis, based on the women's self-ratings and the vocational educators' ratings, is also included.

+ ED 193 530 CE 027 093

AUTHOR	Stanley, Elizabeth
TITLE	Credit for Prior or Experiential Learning
INSTITUTION	The National Center for Research in Vocational Education. The Ohio State University
DATE	1980
SPONSORING AGENCY	U.S. Department of Education, National Institute of Education, Washington, DC
DESCRIPTORS	Adult Students; College Credits; Prior Learning; Degree Requirements; Credit Courses; Equivalency Tests; Nontraditional Education; Faculty Developement; Postsecondary Education; Program Evaluation; Self Evaluation (individuals)
IDENTIFIERS	Canada; Information Analysis; United States

ABSTRACT This paper focuses on the activities of colleges and universities providing options for the assessment of prior learning for adult students. The paper emphasizes programs within associated and baccalaureate degree-granting institutions in the United States and Canada. It is aimed at faculty members, practitioners, administrators, and policy-makers, as well as agency or legislative personnel interested in this growing aspect of postsecondary education. An attempt was made to provide sufficient detail to answer questions most often asked by these audiences concerning the adoption of a policy on credit for prior learning and to suggest appropriate resources for further study. The practice of awarding credit for prior learning is traced in the first section. In the second, various approaches to assessing prior learning are surveyed; included in this section is information about credit by examination, credit recommendations for noncollegiate courses, individualized assessment (study orientation, portfolio preparation, measurement and evaluation of learning outcomes, transcription or recording of credit awarded, and other institutional policies), and costs and fees. The third section discusses quality assurance and program evaluation. The last section examines future directions and implications. Information about credit-for-prior-learning publications is included in the appendices.

ED 193 979 HE 013 090

AUTHOR	Fisher-Thompson, Jeanne
TITLE	Obtaining A Degree: Alternative Options for Reentry Women. Field evaluation Draft
INSTITUTION	Association of American Colleges, Washington, DC. Project on the Status and Education of Women
DATE	August 1980
NOTE	16p.; For related documents see HE 013 091-092. Some small type may be marginally legible
SPONSORING AGENCY	Department of Education, Washington, DC
AVAILABLE FROM	Women's Reentry Project, Project on the Status and Education of Women, Association of American Colleges, 1818 R Street NW, Washington, DC 20009
DOCUMENT TYPE	PROJECT DESCRIPTION (141)
JOURNAL ANNOUNC.	RIEMAR81

DESCRIPTORS Adult Students; College Credits; College Students; Compliance (legal); Cooperative Education; Educational Opportunities; Equivalency Tests; Evening Programs; Experiential Learning; Extension Education; External Degree Programs; Females; Higher Education; Internship Programs; Nontraditional Education; Nontraditional Students; Part-time Students; Reentry Students; Student-College Relationship; Summer Programs; Weekend Programs; Women's Education

ABSTRACT Problems and barriers that women often face when reentering the higher educational system are identified and ways in which institutions can be more responsive to re-entry students are suggested. A wide range of possible actions is included so that institutions can pursue those most appropriate to their individual circumstances. Definitions are offered of nontraditional education and re-entry woman student. Suggestions are offered for scheduling options, including part-time study, evening programs, weekend colleges, and summer programs. Credit for experiential learning, noncollegiate courses and College Level Examination Program testing and other examinations are covered. External degree programs, components of off-campus learning, and cooperation with business and other organizations are options for expanding alternatives for re-entry women in obtaining a degree. The inclusion of re-entry in cooperative education and internships, legal considerations, and serving special populations are addressed. A selected list of resources is included.

+ ED 201 835 CE 028 888

AUTHOR	Neely, Margery A.; Dees, Diane
TITLE	Unpaid To Salaried Employment: Strategies for Change
DATE	April 1981
NOTE	25p.; Workshop presented at the Annual Convention of the National Vocational Guidance Association (St.Louis, MO, April 12, 1981)
DOCUMENT TYPE	CLASSROOM MATERIAL (050); CONFERENCE PAPER (150)
JOURNAL ANNOUNC.	RIEOCT81

DESCRIPTORS Adults; Displaced Homemakers; Employment Qualifications; Evaluation; Experience; Experiential Learning; Females; Job Search Methods; Job Skills; Material Development; Portfolio (Background Materials); Reentry Workers; Self Evaluation (Individuals); Work Experience; Workshops.

IDENTIFIERS Job Stress; Stress (Biological)

ABSTRACT This workshop presentation from the Vocational Guidance Association Annual Convention consists of two parts: a discussion of strategies for women to use in entering the paid labor force and a process to identify marketable competencies one has acquired. First, strategies are adressed for handling these three components of change for the unpaid to salaried employment: affective issues that create stress, job finding, and identifying marketing skills. Second, a process related to functional resumes is explained that helps identify marketable skills one possesses. Stages are described in compiling an administrative competency portfolio, the basis of which is the Manual anf Guide: Analogous Competency Assessment and which reflects administrative experience and serves as a functional resume. These stages are (1) identification of life experiences and their resulting knowledge and skills, (2) articulation of competencies, (3) selection of documentation, and (4) organization of materials to compose a narrative and assemble the complete portfolio. These handout materials are appended: reference list, outline of information regarding handling job stress, suggestions for fielding illegal questions, sample significant life-experience time-log sheet, and sample competency profile sheet.

ED 204 520 CE 029 406

AUTHOR Ekstrom, Ruth B.; and others

TITLE Tryout of the Project ACCESS System. Project Report, Task B1, System Tryout: Credentialing Women's Life Experiences

INSTITUTION Educational Testing Service, Princeton, New Jersey

DATE July 1981

NOTE 52p.; For related documents see CE 029 474, ED 189 335 et ED 192 041-042

SPONSORING AGENCY Bureau of Occupational and Adult Education (ED), Washington, DC

DOCUMENT TYPE	EVALUATIVE REPORT (142); RESEARCH REPORT (143)
JOURNAL ANNOUNC.	RIEDEC81
DESCRIPTORS	Adult Education; Advanced Placement; Employment Qualifications; Evaluation; Experience; Experiential Learning; Females; Job Placement; Job Skills; Occupational Information; Prior Learning; Self Evaluation (individuals); Skills; Vocational Education
IDENTIFIER	Project ACCESS

ABSTRACT One task of Project ACCESS was to try out a process that had been developed to assess the life experience of women for entry into employment and for entry or advanced placement in vocational education programs. The process involved using an inventory of women's experiences and skills, the Experience Description Summary (EDS), and competency analysis for selected occupations and programs to match experiential learning with job or program requirements. Insufficient data are obtained to permit validation of the EDS scales for the vocational programs. In the occupational phase of the tryout, the EDS was administered to 155 women. Forty-nine of them later entered employment. After six months, employers rated their overall job performance and specific job competencies as above-average in comparison with "all women currently in this job". None of the women were rated as below average. Skill self-ratings of the type used in the tryout were considered to be good predictors of job success, but tended toward being underestimates. The process was found difficult to implement, especially in vocational education programs, some problems being inherent in the design itself. (Approximately 15 pages of tables are included. An appendix presents the Project ACCESS process design).

ED 204 522 CE 029 408

AUTHOR	Tate, Richard
TITLE	Traditional vs Nontraditional: Expanding Career Choices. High School Unit
INSTITUTION	Bloomington Dept. of Human Resources, Ind.
DATE	1981
NOTE	134p.; For related documents see CE 029 407
SPONSORING AGENCY	Indiana State Office of Occupational Development, Indianapolis

DOCUMENT TYPE INSTRUCTIONAL MATERIAL (051); TEACHING GUIDE (052)

JOURNAL ANNOUNC. RIEDEC81

DESCRIPTORS Annoted Bibliographies; Behavioral Objectives; Career Choices; Career Education; Careers; Decision Making; Experiential Learning; Females; Hand Tools; Instructional Materials; Labor Market; Learning Activities; Nontraditional Occupations; Secondary Occupations; Sex Role; Sex Stereotypes; Skilled Occupations

IDENTIFIER Project NEW

ABSTRACT Designed to provide information about skilled employment for women and to help students with career decision making, these Project NEW (Nontraditional Employment for Women) instructional materials contain lesson plans and learning activities for use in a five-day unit at a high school level. Lesson plans outlining daily objectives, lesson times, preparation procedures, teaching tactics, homework and enrichment exercices are provided for each of the five days. Topics covered in the learning activities and instructional materials include salaries, labor market statistics, job descriptions, tool identification, job application and preparing for a skilled job. A pretest and posttest and transparency masters are presented. An annoted resources list for nontraditional jobs and sex roles stereotyping, which includes books, films, games and kits, photographs, posters, filmstrips, video cassettes, and slides, is appended. (A corresponding instructional unit for use at the middle school level is available separately through ERIC - see note).

+ ED 204 553 CE 029 474

AUTHOR Ekstrom, Ruth B.; and others

TITLE Relating Women's Experience and Skills to Competencies Required in Selected Occupations and Vocational Education Programs. Project Report, Task C1, Revised Competency Analysis: Credentialing Women's Life Experience (Project ACCESS)

INSTITUTION Educational Testing Service, Princeton, New Jersey

DATE July 1981

NOTE 152p.; For related documents see CE 029 406, ED 189 335 and ED 192 041-042

SPONSORING AGENCY	Bureau of Occupational and Adult Education (ED), Washington, DC
DOCUMENT TYPE	PROJECT DESCRIPTION (141); RESEARCH REPORT (143)
JOURNAL ANNOUNC.	RIEDEC81
DESCRIPTORS	Adult Education; Advanced Placement; Competence; Employment Qualifications; Experience; Experiential Learning; Females; Interviews; Job Placement; Job Skills; Occupational Information; Prior Learning; Self Evaluation (Individuals); Skills; Vocational Education
IDENTIFIERS	Competency Lists; Project ACCESS

ABSTRACT

Competency scales were developed for 10 direct-entry occupations and 10 vocational education programs as part of Project ACCESS, a project to assess women's life experience learning for entrance into employment and advanced placement in vocational education programs. Development of the occupational scales involved employer interviews, followed by development and verification of a draft version of the scales. The vocational education scales were developed using interview information and/or program description; verification followed. The scales were then used for a tryout of the competency matching process. Following a 12-page narrative section are 17 tables that show tryout data. The remainder of the report (125 pages) are these appendixes: (1) script for job competency identification and rating sessions, (2) employer and vocational educator interview discussion record forms, (3) draft and revised occupational rating lists (airline reservation agent, bank clerk/teller, claims ajuster, credit/collection worker, electronics assembler, floral designer, home health aide, insurance sales agent, personnel worker, photo laboratory technician, social service aide), (4) interview discussion record form covering letter, and (5) draft and revised vocational education rating lists (computer programmer, cook/chef, dispensing optician, drafter, electronics technician, graphic arts/lithographer, library technician, medical records technician, occupational therapy assistant, respiratory therapy worker, welder).

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+ ED 206 875 CE 029 992

TITLE	Making Experience Count in Sex Equity Programs. A Guide to Help State Equity Coordinators Work with Employers and Adult Women to Further the Recognition of Women's Job-Relevant Life Experience Learning
INSTITUTION	Educational Testing Service, Princeton, New Jersey
DATE	September 1981
NOTE	89p.; for related documents see ED 147 371, ED 148 429, ED 160 772, ED 189 335, ED 192 041-042, CE 029 406, CE 029 474 and CE 029 993
SPONSORING AGENCY	Office of Education and Employment (ED), Washington, DC
DOCUMENT TYPE	NON-CLASSROOM MATERIAL (055)
JOURNAL ANNOUNC.	RIEFEB82
DESCRIPTORS	Adult Education; Experience; Experiential Learning; Females; Identification; Job Analysis; Job Performance; Job Placement; Job Skills; Personnel Evaluation; Personnel Selection; Portfolios (Background Materials); Recruitment; Sex Fairness; Work Experience
IDENTIFIERS	Monitoring; Project "ACCESS"

ABSTRACT

This guide is intended to help State sex coordinators learn more about adult women's life experiences and the skills, knowledge and abilities they developed through them. It also shows the coordinators how to help employers determine job relevance of adult women's life experience learning. Chapter 1 overviews life experience learning while Chapter 2 describes typical life experiences of adult women. Chapter 3 reviews research on job relevance of women's experiential learning. Chapter 4 outlines a process for employer use in identifying adult women in job relevant experience and skills. Implementation of the process is detailed in Chapters 5 to 8. Chapter 5 focuses on occupational/job analysis involving identifying job-skills, rating job skills, and deciding hiring requirements. In Chapter 6 are discussed selection and use of assessment methods to determine if adult women have the necessary type and level of skill. Chapter 7 focuses on recruitment. Chapter 8 discusses monitoring and evaluating the job performance of women placed. Appendices, amounting to approximately one-half of the guide, include Project ACCESS Experience Description Summary Form, job analysis guide, employment assessment rating form, and employee rating form.

+ ED 206 876 CE 029 993

TITLE	Making Experience Count in Vocational Education. A Guide to Help Vocational Educators Identify and Provide Recognition to Adult Women Who Have Vocationally-Relevant Life Experience Learning
INSTITUTION	Educational Testing Service, Princeton, New Jersey
DATE	September 1981
NOTE	11p.; For related documents see CE 029 992.
SPONSORING AGENCY	Office of Education and employment (ED), Washington, DC
DOCUMENT TYPE	NON-CLASSROOM MATERIAL (055)
JOURNAL ANNOUNC.	RIEFEB82
DESCRIPTORS	Adult Vocational Education; Credits; Experience; Experiential Learning; Females; Portfolios (Background Materials); Skill Analysis; Skills; Student Evaluation; Student Placement; Student Recruitment; Women's Education; Work Experience
IDENTIFIERS	Monitoring; Project ACCESS

ABSTRACT

This guide is intended to help vocational educators learn more about adult women's life experiences and the skills, knowledge and abilities they develop through them. It also shows how to assess experiential learning to provide better career counseling and give academic credit or improve course placements. Chapter 1 overviews life experience learning while Chapter 2 describes typical life experiences of adult women. Chapter 3 describes methods and materials for accrediting life experience learning. In Chapter 4, a process is outlined for vocational educator use in identifying and providing for life experience learning. Details of the process are provided in Chapters 5 to 9. Chapter 5 focuses on analysis of the vocational education program and courses involving identifying skills, rating skills, and deciding credit-for-experience requirements. In Chapter 6 is discussed planning assessment of vocational education skills. Chapter 7 focuses on recruitment. Chapter 8 explains screening applicants for experiential learning credit and the assessment. Monitoring and evaluating student performance are described in Chapter 9. Appendices, amounting to approximately one-half of the guide, include Project ACCESS Experience Description Summary Form, a 12-step process for awarding credit for life experience learning, sample vocational education skill description materials, and prototype rating scales.

ED 206 970 CG 015 409

AUTHOR	Ekstrom, Ruth B.
TITLE	Assessing Re-entry Women's Life Experience Learning
DATE	April 13, 1981
NOTE	20p.; Paper presented to the Annual Convention of The American Personnel and Guidance Association (St-Louis, MO, April 12-15, 1981)
DOCUMENT TYPE	RESEARCH REPORT (143); CONFERENCE PAPER (150)
JOURNAL ANNOUNC.	RIEFEB82
DESCRIPTORS	Career Counseling; Displaced Homemakers; Employment Opportunities; Employment Programs; Employment Qualifications; Females; Job Skills; Learning Experience; Reentry Workers; Skill Development; Work Experience
IDENTIFIER	Project ACCESS

ABSTRACT

Adult women returning to paid employment often encounter the belief that homemaking and community volunteer work have no transferability to work experience. Project ACCESS designed to survey the skills acquired through womens' life experience and determine their usefulness in selected direct-entry occupations, showed that most commonly found skills were most likely to be used in traditional sex-stereotyped occupations. The Experience Description Summary (EDS) was then developed to match relevant skills to jobs previously not considered. Counseling sessions followed administration of the EDS to 155 adult women seeking reentry to paid employment. A follow-up survey of the women who obtained jobs indicated that their job performance was equal to or above that of all recently hired persons. Results suggest that since the EDS is not related to age, race, or other background factors, it may have the potential to enhance sex equity in employment.

+ ED 209 600 CG 015 556

AUTHOR	Ekstrom, Ruth B.; and others
TITLE	Counseling Implications of Re-entry Women's Life Experience
DATE	April 10, 1980; 30p.
SPONSORING AGENCY	Bureau of Occupational and Adult Education (DHEW/DE), Washington, DC
DOCUMENT TYPE	RESEARCH REPORT (143)
JOURNAL ANNOUNC.	RIEAPR82
DESCRIPTORS	College Credits; Competence; Experience; Experiential Learning; Females; Higher Education; Homemakers; Homemaking Skills; Mothers; Prior Learning; Reentry Students; Reentry Workers; Research Needs; Volunteers

ABSTRACT

The influx of an unprecedented number of reentry women into educational programs and paid work requires more research on the transferability of women's competencies and life experiences to specific occupations. A questionnaire was developed to survey the life experiences of adult women (n=131) who were participating in various programs of career and educational counseling. The questionnaire examined the frequency and extent of homemaking, parenting, volunteer work and community services, recreation, formal and non formal education, and paid work experiences; also included were a section on respondant characteristics and a self-rating of ability on 28 competencies including those most frequently listed in the Dictionary of Occupational Titles qualifications profiles of worker trait groups. Data from questionnaires revealed that the women had a variety of life experiences through which they had acquired skills and knowledge relevant to education and employment. The results indicate that adult women have a wide variety of life experiences through which they acquire job-relevant skills and knowledge.

ED 210 523 CE 030 804

AUTHOR	Ekstrom, Ruth B.
TITLE	Credentialing Women's Life Experience (Project ACCESS) Final Technical Report
INSTITUTION	Educational Testing Service, Princeton, New Jersey
DATE	December 15, 1981
NOTE	141p.; For related documents see CE 030 235
SPONSORING AGENCY	Bureau of Occupational and Adult Education (ED), Washington, DC
DOCUMENT TYPE	PROJECT DESCRIPTION (141)
JOURNAL ANNOUNC.	RIEMAY82
DESCRIPTORS	Certification; Competence; Credentials; Employment Qualifications; Evaluation Methods; Experiential Learning; Job Placement; Females; Learning Experience; Lifelong Learning; Material Development; Prior Learning; Program Development; Program Effectiveness; Qualifications; Reentry Workers; Social Experience; State-of-the-Art Reviews; Transfer of Training; Validity; Work Exprience
IDENTIFIER	Project ACCESS

ABSTRACT

A project was designed to develop a process by which the life experiences of women could be assessed for entry into employment and for entry into or advanced placement in vocational education programs. Following a review of literature and interviews to determine the approaches currently used to accredit women's life experiences learning, researchers survey 131 adult female reentry workers to obtain information pertaining to their prior learning and life experiences. Based on the responses, an Experience Description Summary was developed to aid in identifying job- or program-related experiences of individual women. These competencies were analysed with respect to their transferability to employment requirements and admission requirements for vocational education programs. A process was then designed to further the recognition of women's experiential learning. After an examination of the performance of those women who were placed on the basis of the competency analysis, the analysis was revised. Publications describing the process were then prepared and disseminated. (Detailed reports on individual phases of the project are available separately — see note.)

+ ED 216 265 CG 015 879

AUTHOR	Ekstrom, Ruth B.
TITLE	Project HAVE Skills: A Program to Help Women Find Jobs Using Homemaking and Volunteer Experience Skills. Women's Workbook
INSTITUTION	Educational Testing Service, Princeton, New Jersey
DATE	1981
SPONSORING AGENCY	Women's Educational Equity Act Program (ED), Washington, DC
NOTE	264p.; for related documents see CG 051 880-881
DOCUMENT TYPE	GUIDES - CLASSROOM - LEARNER (051)
DESCRIPTORS	Adults; Career Change; Employed Women; Employment Qualifications; Females; Homemakers; Job Applicants; Job Search Methods; Job Skills; Reentry Workers; Skill Development; Volunteers

ABSTRACT

This Women's Workbook is part of the HAVE (Homemaking and Volunteer Experience) Skills materials designed to help women identify the job-relevant skills they have learned as homemakers and volunteers and to match those skills with paid jobs. In addition to helping women who are entering paid work after spending time as homemakers or volunteers, this workbook and the accompanying counselor's and employer's guides, can be used to help working women use their unpaid work skills for job changes or advancement. The introductory chapter briefly explains Project HAVE Skills and lists the 10 steps to finding a job involved in the HAVE Skills approach. Chapter Two contains an overview and discussion of questions asked by women returning to the work force. The Third chapter provides the user with strategies for reviewing personal experiences. The next three chapters focus on skill identification, match identified skills to work areas and to jobs, and discuss methods of job exploration. The final chapter helps the user to develop a job search plan. A list of references is followed by appendices containing other HAVE Skills supplemental materials. Sample worksheets are also provided throughout the workbook to help the user relate personal experiences and skills to the job search process.

+ ED 216 266 CG 015 880

AUTHOR	Ekstrom, Ruth B.
TITLE	Project HAVE Skills: A Program to Help Women Find Paid Jobs Using Their Homemaking and Volunteer Work Skills. Employer's Guide
INSTITUTION	Educational Testing Service, Princeton, New Jersey
DATE	1981
SPONSORING AGENCY	Women's Educational Equity Act Program (ED), Washington, DC
NOTE	131p.; For related documents see CG 051 879-881
DOCUMENT TYPE	GUIDES - NON CLASSROOM (055)
DESCRIPTORS	Employed Women; Employers; Employment Qualifications; Experience; Females; Homemakers; Job Applicants; Job Skills; Personnel Selection; Reentry Workers; Skill Development; Volunteers

ABSTRACT This employer's guide is part of the HAVE (Homemaking and Volunteer Experience) Skills materials designed to help women identify the job-relevant skills they have learned as homemakers and volunteers and to match those skills with paid jobs. The main purpose of this guide is to help employers who are interested in hiring women who are returning to paid work after spending time as homemakers or volunteers. Materials in this guide and the accompanying Women's Workbook and counselor's guide can also be used to help working women use their unpaid work skills for job changes or advancement. The introductory chapter presents a rationale for recognizing homemaking and volunteer skills and discusses the identification and assessment of these skills. Chapter Two describes the development of the HAVE Skills Assessment Survey. Chapter Three explains the development and use of the HAVE Skills Chart which links occupational groups with 28 "I can" lists or competency statements for skills used by homemakers and volunteers. Chapter Four discusses the development of screening instruments using the "I can" lists. The final chapter focuses on the issue of job credit for volunteer work experience. The HAVE Skills Survey and "I can" lists are included in the appendices.

+ ED 216 267
CG 015 881

AUTHOR	Ekstrom, Ruth B.
TITLE	Project HAVE Skills: A Program to Help Women Find Paid Jobs Using Their Homemaking and Volunteer Work Skills. Counselor's Guide
INSTITUTION	Educational Testing Service, Princeton, New Jersey
DATE	1981
SPONSORING AGENCY	Women's Educational Equity Act Program (ED), Washington, DC
NOTE	262p.; For related documents see CG 051 879-880
DOCUMENT TYPE	GUIDES - CLASSROOM - TEACHER (052)
DESCRIPTORS	Career Counseling;; Counselors; Employed Women; Employment Qualifications; Females; Homemakers; Job Applicants; Job Search Methods; Reentry Workers; Skill Development; Volunteers

ABSTRACT This counselor's guide is part of the HAVE (Homemaking and Volunteer Experience) Skills materials designed to help women identify the job-relevant skills they have learned as homemakers and volunteers and to match those skills with paid jobs. The main purpose of this guide is to help counselors work with women who are entering paid work after spending time as homemakers or volunteers. Materials in this guide, the accompanying Women's Workbook and the employer's guide can also be used to help working women use their unpaid work skills for job changes or advancement. The introductory chapter discusses the rationale for recognizing homemaking and volunteer skills and explains the design of the model HAVE Skills program. The remainder of the guide is divided into 12 sections; each section outlines a HAVE Skills Counseling Program session. The sessions concentrate on identifying skills, reviewing experiences, matching skills to occupations, identifying job values and needs, exploring occupations, writing resumes, searching for jobs, and conducting a final wrap-up and evaluation. The appendices contain participant worksheets that are also found in the Women's Workbook along with other supplemental materials. A selected bibliography of career counseling materials for use with adult women is also included.

CHAPTER III

SYNTHESIS OF SOME MODELS, PRACTICES AND TOOLS WHICH ARE, OR SOON WILL BE, IN USE

Fourteen documents have been selected from Chapter II in order to present a range of steps which should be followed when implementing an experiential learning program for women.

These research papers have been chosen for their relevance and also for the approach which might best answer the need of various interested groups.

In order to facilitate the reading of this chapter, the documents are presented in the form of a synthesis, by title and author with a tentative standardization of the presentation. Tables are reproduced from their original documents.

The American authors presented in this chapter have all graciously accepted the reproduction and synthesis of their work in English and in French. Their names and affiliations can be found at the beginning, in the acknowledgements.

LIST OF DOCUMENTS

TO VOCATIONAL EDUCATORS AND EMPLOYERS

1. Evaluation of administrative skills acquired through volunteer work.
2. Transfer of experience and skills to the business world and to vocational education.

TO VOCATIONAL EDUCATORS

3. Identification of life experience learning in relation to vocational education.
4. Evaluation of homemaking and volunteer work for college recognition.
5. Accreditation of prior learning.
6. Accreditation of experience applied to vocational education.

TO EMPLOYERS

7. Transfer of experience from non-paid to paid employment.
8. Identification of transferability of experience to employment.
9. Accreditation of experience for equal job opportunity.
10. Counseling (Project ACCESS).
11. Counselor's Guide (Project HAVE).
12. Employer's Guide (Project HAVE).

TO THE CANDIDATE

13. Accreditation process for enrollment in vocational education.
14. Accreditation process for entry into the job market.

DOCUMENT 1

EVALUATION OF ADMINISTRATIVE SKILLS ACQUIRED THROUGH VOLUNTEER WORK

TITLE	Evaluating Women's Administrative Skills Gained Through Volunteer Work: A Pilot Run
AUTHOR	Neely, Margery A.; Steffen, John D.
	(EJ 235 804, CE 510 242)

The vast majority of women have, in general, acquired a greater amount of experience through non-paid work than men of the same age. In order to increase opportunities for women in search of a job, the authors have demonstrated that there was a link between non-paid work and paid work.

The portfolio is one of the preferred methods. Neely, Wilson, Schuley and Legg (1978), in the Manual and Guide (Neely & Wilson, 1978), developed a technique for its preparation so that women can find advice on how to:

1. identify significant relevant learning experience;
2. develop a short narrative which clarifies the setting for the unpaid work experience, and describes the job functions and the type of responsibilities; and
3. gather and present evidence of performance.

The participants gather all the elements of the portfolio in five steps according to a system of admministrative competencies built up from a literature review (Crystal, 1974; Florida State University, 1976; Gilli, 1976; Harrison, 1975; Horn, 1977; Knapp, 1975; Knezerich, 1975; Millet, 1968; Richards, 1975; Stufflebeam, 1971; Unruh & Turner, 1970; Wenrich & Wenrich, 1974; Wilson, 1966).

The five dimensions were defined as follows:*

1. PLANNING AND GOAL SETTING (P/GS)	The process of preparing a set of decisions for future action to achieve goals by the most apropriate means.
2. ORGANIZATIONAL MANAGEMENT (OM)	Putting plans into operation; organize, arrange, structure, and monitor relationships among people, plans, and materials.
3. COMMUNICATION (C)	Dissemination of meaning through giving directions; collaborating and interacting in both written and oral form.
4. DECISION MAKING (DM)	Conscious choice made from alternatives that will determine actions based upon diagnoses of the problem recognizing the effect upon people.
5. DEMONSTRATED LEADERSHIP ABILITY (DLA)	Person-centered consideration characterized by authority given other group members in a situation devoted to accomplishing necessary tasks.

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* Reproduction, p. 77 of original document (Neely and Steffen)

When the time has come to test the portfolio, the authors suggest that it be done by the president of a parents'-teachers' association who, during a regular year of operations in a given institution, has to use the following skills:

- develop and organize a program for one year;
- choose the staff for specific tasks;
- establish and operate a budget;
- coordinate the decisions of the various members of the group;
- find ways to reward volunteers.

1.1 Methodology

A total of eight female vocational educators saw their portfolios evaluated by twenty-six judges. To establish the reliability of inter-evaluation, one portfolio was evaluated by 19 judges. Then, six out of the eight respondants took part in a workshop in which their administrative competencies were evaluated according to five systematic measures. The final step was to establish a relation between the evaluation of the portfolio and the evaluation from the workshop.

1.1.1 Participants

Out of a group of one hundred, eight female vocational educators complete their personal portfolio for evaluation purposes (Neely, Wilson, Schuley and Legg, 1978). Six of them are between the age of 25 and 59 and come from such areas as Home Economics, Business and Health.

1.1.2 Portfolio evaluation

The evaluation of individual portfolios is done by five judges who are administrators in vocational institutions and who are also responsible for hiring people. They represent rural communities, small towns and urban centers.

The portfolios' evaluators came to the conclusion that the respondents' answers could be ranked according to the following scale:

1 = very well qualified
2 = more than adequately qualified
3 = adequately qualified
4 = less than adequately qualified
5 = definitely not qualified

1.1.3 Workshop tasks and measurement criteria

The administrative competencies are evaluated differently and from a workshop exercise where

- three exams are written
- one exercise "In-Basket" is done (Crooks, 1968)
- one exercise on "Leadership Group Discussion" is also done (Bass, 1954).

The Managerial Philosophy Scale, Theory X and Y (Jacoby and Terborg, 1977), the Leadership Opinion Questionnaire (Fleischmann, 1960) and the Communication Knowledge Test (Reddin, 1975) are also used in addition to the previously mentioned scales. This measure and evaluation process is briefly described on page 78 of the original document and one can find also on pages 80 and 81, tables that show the correlations between portfolio ratings of administrative dimensions and measurement criteria.

The authors report that among the 100 people who were offered the opportunity to take part in the portfolio development, 24 expressed interest and eight have actually developed it. These eight persons seem to be the most assertive and the most qualified.

The evaluators started by considering the portfolio as a whole and then evaluating it in relation to the five administrative skills enumerated previously in this document.

The authors conclude that even though the validity of the portfolio is not supported by data, the administrators who have judged its merits perceive it as very valuable in terms of the information requested. Their opinion on the value of the portfolio as an instrument for identifying administrative competencies, used jointly with a résumé and an interview, reaches an average of 2.16 out of 5 (where 1 is the highest score on the scale).

The administrators who rated the portfolios point out that this method gives relatively valuable information. They added a few comments on the value of the portfolio:

- It identifies many competencies not included in the usual résumé.
- It can give great insight into experiences and competencies that cannot be gained through evaluating the transcript, résumé, or interview. Much greater emphasis on personal/professional recognition is needed in the portfolio.
- This helps recap all experiences as well as indicate a serious attempt at giving the prospective employer a full picture.
- The portfolio procedure shows specific abilities of an individual that are not usually shown by the usual interview-résumé method.
- "I could rate it higher if I would know the volume would be limited. I want things brief and concise. Time-wise, I would prefer to spend it on a personal interview than reading."

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DOCUMENT 2

TRANSFER OF EXPERIENCE AND SKILLS TO THE BUSINESS WORLD AND TO VOCATIONAL EDUCATION

TITLE	Relating Women's Experience and Skills to Competencies Required in Selected Occupations and Vocational Education Programs. Project Report, Task C1, Revised Competency Analysis; Credentialing Women's Life Experiences (Project ACCESS).
AUTHOR	Ekstrom, Ruth B., and Others (ED 204 553, CE 029 474)

This project describes the development and the review of the competence lists required for several jobs and vocational education programs. It is an analysis of the transferability of abilities required in twenty fields of work where there is a "big demand". One of the reasons why these domains have been selected is that half of these occupations are related to traditional male jobs. These competence scales are part of the "Project ACCESS".

Selection of occupations

In 1978, a list of twenty-four occupations was drawn up. These, according to the Department of Labor forecasts, should have a better chance than the average to grow during the eighties. The competencies required for an individual to function well within those occupations could be acquired directly on the job, or in a vocational education program of less than four years.

This list was modified according to the results of various research projects which involved consulting the existing literature, and of interviews with employers, union representatives and vocational educators. Some occupations were eliminated, others were added, and the result is the following list:

ON-THE-JOB TRAINING

Airline reservation agent
Bank clerk and teller
Collection worker
Floral designer
Home health aide
Insulation worker
Insurance claims adjuster
Insurance sale agent
Personnel and employee benefit worker
Photo laboratory worker
Social service aide

VOCATIONAL EDUCATION *

Cook and chef
Credit manager
Dispensing optician
Drafter
Engineering and science technician
Library technician
Lithographer
Medical record technician
Occupational therapy assistant
Plumber
Respiratory therapy worker
Welder

The authors decided to use the Primoff's (1975) "Job Element" technique which requires two meetings with groups of workers and their supervision for each occupation. Nevertheless, due to the difficulty of meeting all these people twice, the authors decided to modify the Primoff technique and to build up a list of skills and abilities through interviews and information gathered from job or program descrip-

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* Reproduction, p.2 of original document (Ekstrom, and others)

tions and from course contents. This information is used to prepare a list of classifications to be mailed out to a sample population of workers and vocational educators.

The authors found that, in order to relate women's competencies and abilities to jobs or specific vocational education programs, three main steps for each group of jobs or programs had to be taken:

Method to develop competency scales related to a job:

1. Interview with the employer.
2. Development of competency skills from job descriptions.
3. Verification of competency skills from EDS (Experience Description Summary).

Method used to develop competency skills related to the administration of vocational educational programs

1. Interview with female vocational educators.
2. Development of competency scales from program descriptions and course contents.
3. Verification of competency scales from EDS (Experience Description Summary).

The purpose of the EDS experimentation is to identify the best match between competencies acquired through experience and prerequisites required by the labor market and vocational education programs.

2.1 Method used to develop competency scales related to a job program

2.1.1 Interviews with the employer

For each occupation, the ETS staff interviewed two employers in two different cities. These interviews brought up interesting examples about specific abilities (See Example 2-A, page 90). For example, a bank manager points out that for a cashier's job, he will hire only those people who know how to type, because they could be more accurate when required to work with calculators.

The employers were also asked to classify each item according to its relevance to the selection of new employees. The scale chosen for this purpose is the following:

3 = superior worker
2 = average worker
1 = minimum job performance
0 = not relevant

2.1.2 Development of competency scales related to a job

The information gathered through the interviews with employers helped in preparing a draft list of abilities for each job. This draft was made from brainstorming or from a revision of all possible competencies. Thus, for a clerk/bank teller, a total of fifty-two abilities are identified, from quick calculation of signed numbers to the ability to work under pressure, to the ability of analyzing and synthetizing data. These abilities are revised and gathered under:

1. experience acquired,
2. personal characteristics classified and numbered.

The analysis of transferable skills is used for the majority of programs. This is followed by a validation trial of competency lists, the objective of which is to "determine the validity of the analysis and of the skills inventory" (see Task B1, ED 204 520).

The various items gathered from those competency lists belong to two categories:

A. Transferable abilities, including what Fine (1957) calls
   - Functional skills (working with people, information, and things), and
   - Self-management skills, (which are related to temperament or personality);
B. Job-specific skills, which include what Fine calls
   - Work content or technical skills.

Several items contained in this list of transferable competencies come from the Sjogren's list (1977), of the most transferable occupations and characteristics.

2.1.3 Verification of competency scales related to a job

Since only 49 women out of the 155 who were met in counseling jobs, the authors conclude that data must be used with reservation because the sample is small and because several women who got jobs did not get them because of their abilities relevant to a specific job.

In more than 75% of the items, women rated themselves lower than their employers did. The authors point out that other research projects have found the same phenomenon. They explain these results by a lack of assertiveness on the part of these women and the little confidence they have in their own competencies. Results show moderately high levels of competencies in the majority of items.

2.2 Method used to develop competency scales related to vocational education

2.2.1 Interview with vocational educators

This portion of the research was given as a sub-contract to the American Association of Community and Junior Colleges

(AACJC). In the beginning, it was intended that the Association would visit colleges to get material describing curricula and courses for specific vocational education programs and to have interviews with educators.

Nevertheless, in April 1979, the AACJC conducted a survey and mailed out the questionnaire "Interview Discussion Record Form" to a group of female instructors and to program directors.

Since none of the information collected was related to the project programs, AACJC conducted telephone interviews with people who have been admitted to specific programs, asking them to return, by mail, the material describing their programs of studies. Because no information was obtained, it was decided to establish a third communication to get program descriptions.

2.2.2 Development of competency scales concerning vocational education programs

Information and descriptions obtained by AACJC are used by ETS to prepare a draft of Competency lists for each vocational education program (see Example 2-C, page 95).

Each scale is sent to nine people identified by AACJC as teaching in specific programs. The two scales are:

A. The first to select female students to be admitted into an educational program.

B. The other to identify students who would be placed in advanced courses or would get course exemptions.

Several vocational educators mentioned that their policy was to accept all adults who asked to be admitted. As a result, it was difficult to concentrate the transferability analysis of the placement of female students in advanced courses. The following scale was then established:

3 = very important
2 = valuable
1 = not useful
0 = not relevant

The highest items are used to develop new scales. For example, the programmer-analyst career which requires 73 different skills was chosen. This list starts with step by step logical reasoning, covers all possible phases of the work, and finishes with organization of a project.

2.2.3 Verification of scales concerning vocational education

Since the AACJC could not find enough participants registered in vocational education programs related to validation criteria, ETS collected information from twenty-two women, nine of them registered in computer sciences, nine in electronic technology, and four in medical technology. The authors caution the reader that these data should be used carefully because the sample is very small. When drawing a parallel between the self-evaluation of female students with those of female workers, it appeared that women registered in vocational education programs, especially the non-traditional programs such as data processing and electronics, have or think they have, more ability for maths than the average women returning to paid work. The authors suggest that a refresher course in mathematics should be offered to women who intend to register in vocational education programs.

EXAMPLE 2-A

"PROJECT ACCESS" - Employer's Occupational Competency Interview *

Name ______________________________

Job Title ______________________________

Type of business, Industry or Service ______________________

Date ____________________ City / State ______________

OCCUPATIONS:

Airline reservation agent ____
Bank clerk ____
Collector worker ____
Floral designer ____
Homemaker -
  home health aide ____

Insulation worker ____
Insurance claims adjuster
Personnel / Employee
  benefits worker ____
Photo lab technician ____
Social service aid ____

1. Do most people entering this job learn it from:
   - on-the-job training? ____
   - training elsewhere? ____

   (If elsewhere, what kind of training and where obtained

   ____

   ____

   ____

   ______________________________)

2. What are the kind of competencies you look for when you are hiring someone to enter this job?

   ____

   ____

   ____

   ____

3. What are the kinds of skills or past experience that help a person learn this job easily?

____

____

____

____

4. What are the qualities that make for a superior entry-level worker in this job?

____

____

____

____

5. If a person is a superior entry-level worker in this job, is he/she promoted or advanced to another job or level? YES ___ NO ___

(If yes, what is that job level ? ______________________

____

____

____)

(If yes, what other qualities, in addition to those already discussed, are necessary to be promoted or advanced? ______________

____

____

____

____)

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* Reproduction, p. 49 of original document (Ekstrom, and others)

EXAMPLE 2-B

"PROJECT ACCESS" - Vocational Educator Competency Interview *

Name ____________________

Job Title ____________________

School / College / Program ____________________

Department / Specialty ____________________

Date ____________________ City / State ____________________

CAREER TRAINED FOR IN PROGRAM:

Cook/chef ____
Credit manager ____
Dispensing optician ____
Drafter ____
Engineering/science technician ____
Library technician ____
Lithographer ____
Medical record technician ____
Occupational therapy assist. ____
Plumber ____
Respiratory therapy techn. ____
Welder ____

Other (specify) ____________________

1. Are there many special courses that are required prerequisite to enter this program? YES ___ NO ___

   (If yes, what? ____________________
   ____
   ____________________)

2. Do you have any systems to screen, interview, or select students who enter this program? YES ___ NO ___

   (If yes, describe the process ____________________
   ____
   ____________________)

(If yes, what kinds of skills, previous experience, and personal qualities do you look for in someone entering this program?

____

____

____

____)

3. What are the courses or training components usually required of all students in this program?

____

____

____

____

4. Do you ever exempt a student from one of these courses or components?

YES ___ NO ___

(If yes, what kind of skills or previous experiences are necessary for exemption?

____

____

____

____)

5. What kinds of skills or previous experiences make it easy for a student to learn what is taught in this program?

____

____

____

____

6. What are the qualities that help a student do well in this program?

7. Are there other things, besides what you teach and what we have discussed, that are important for a person to be successful in a career as a ____________________? YES ___ NO ___

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* Reproduction p. 53 of original document (Ekstrom, and others)

EXAMPLE 2-C

COMPUTER PROGRAMMER RATING LIST *

ABILITY TO:

__ 1. Use step-by-step logical reasoning.

__ 2. Carry out oral or written instructions of some complexity.

__ 3. Learn and apply rules.

__ 4. Use problem-solving and decision-making skills.

_ 5. Analyze and summarize data.

__ 6. Make inferences from data.

__ 7. Develop and use charts and other visual materials to describe a program's or project's work flow.

__ 8. Perform arithmetic operations with signed numbers (+, -).

__ 9. Do simple algebra.

__ 10. Use a pocket calculator or other data processing equipment.

__ 11. Use a typewriter computer terminal.

__ 12. Think logically.

__ 13. Do mechanical work or repair home appliances.

__ 14. Organize a project into its component parts and determine the order in which these activities must be performed.

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* Reproduction p. 149 of original document (Ekstrom, and others)

EXAMPLE 2-D

BANK CLERK/TELLER RATING LIST

Ability to:

__ 1. Make change quickly and accurately.

__ 2. Greet and serve large numbers of people while maintaining a pleasant, alert manner.

__ 3. Understand simple checking and saving accounts.

__ 4. Respect and safeguard the privacy and confidentiality of financial records and transactions.

__ 5. Learn details of new procedures quickly.

__ 6. Interpret an organization and its system for the delivery of services to the public.

__ 7. Demonstrate sensitivity to and awareness of community attitudes and concerns.

__ 8. Establish rapport with individuals of diverse backgrounds.

__ 9. Establish and maintain financial records.

__ 10. Use business forms.

__ 11. Deal effectively with customers.

__ 12. Work as a cashier.

__ 13. Use an adding machine.

__ 14. Be punctual and careful.

__ 15. Follow orders and accept supervision.

__ 16. Handle unpleasant confrontations cheerfully.

__ 17. Inspire trust.

__ 18. Think and behave rationally when dealing with an emergency.

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* Reproduction p. 94 of original document (Ekstrom, and others)

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Primoff, E.S. How to prepare and conduct job element examinations. Washington, DC: U.S. Civil Service Commission, 1975.

Sjogren, D. Occupationally-transferable skills and characteristics. Columbus: The Ohio State University, Center for Vocational Education, 1977.

DOCUMENT 3

IDENTIFICATION OF LIFE EXPERIENCE LEARNING IN RELATION TO VOCATIONAL EDUCATION

TITLE	Identifying the Relevance of Women's Life Experience Learning to Vocational Education
AUTHOR	Ekstrom, Ruth B.; And Others
	(ED 192 042, CE 026 487)

The objective of this research was to obtain an indication of the transferability of abilities that women acquire throughout their lives, into selected vocational education programs (Ekstrom and others, 1980).

3.1 Construction of the questionnaire

First, a questionnaire is developed from a range of abilities which a woman at home would normally be expected to have. These abilities were acquired through homemaking and parenting tasks, volunteer and community work, recreation and leisure, formal and non formal education, and paid work. These tasks belong to 28 various occupations recalled in the Dictionary of Occupational Titles (as adapted from Sjogren Table 5, 1977).

In this dictionary, the authors included the women's self-evaluation items for each specific ability.

3.2 Questionnaire intended for women

A total of sixteen sets of nine questionnaires were mailed out to women who belong to women's centers, displaced homemakers and counseling groups of seven States. These questionnaires were filled out by women already registered in programs offered in those centers.

The number of questionnaires returned and used was 131, giving a 91% return.

Scaled interpreted by women themselves:

3 = I do this very well
2 = I do this fairly well
1 = I do not do this well
0 = I cannot do this at all

At the end of this section, we find a table of skills that a library volunteer acquires and her self-evaluation of these skills. This list is done from different types of learning acquired in a library technology program.

The authors comment that women have, in fact, a range of life experiences through which they acquire abilities relevant to vocational education. In addition, they maintain that even though most of the abilities encountered seem to be related to office work, retailing, manufacturing and services, women also possess home abilities related to non-traditional occupations.

Example:
- about half of the women from this survey have undertaken construction projects or electrical repairs
- 40% automobile repairs
- 80% and more, house painting and wallpapering

3.3 Questionnaire intended for vocational educators

The questionnaire was developed from course descriptions of vocational education programs obtained through the American Association of Community and Junior Colleges and also from abilities and experiences identified in the questionnaires intended for women.

In each questionnaire, there is a list of abilities, personal characteristics and prior experiences that seemed appropriate for each vocational education program. These questionnaires are mailed out to nine vocational educators identified by the American Association of Community and Junior Colleges as teachers in specific programs. These educators are asked to classify each of the items twice:

1. To select students to be admitted into specific programs

3 = found only in superior students
2 = necessary for average course performance
1 = minimum necessary to pass course
0 = not relevant

2. To have student get advanced placement or obtain course exemption

3 = very important in identifying these students
2 = valuable in identifying these students
1 = little help in identifying these students
0 = not relevant

Several vocational educators mentioned that in their opinion, the first student selection process has little importance since their policy is to admit all candidates and to provide them with the education necessary to pass each course.

It was decided to concentrate the analysis on the advanced placement and course exemption items.

The authors conclude that classification of life experience, and learning done by women themselves is a valuable element to use in counseling and to place women in vocational education programs.

A Table shows the transferability analysis based on women's self-evaluation of abilities acquired through experiential learning and on the evaluation done by vocational educators on the importance of these abilities.

EXAMPLE 3-A

LIBRARY TECHNICIAN *

Items with the highest ratings for Advanced Placement/Course Exemption

EXPERIENCE IN:	AVERAGE RATING
1. Library work	3.00
2. Serving as public or school library volunteer	2.67
ABILITY TO:	
3. Compile information	3.00
4. Prepare a bibliography on a topic	3.00
5. Use reference resources	3.00
6. Deal with people	3.00
7. Utilize library circulation procedures	3.00
8. Use the *Reader's Guide to Periodical Literature*	3.00
9. Obtain and verify factual information	2.67
10. Gather information by confirming facts and locating background data	2.67
11. Verify orders for books, periodicals, and non-print materials	2.67
12. Do accurate detailed work	2.67
13. Check public records for information	2.67
14. Assist in the development of bibliographies	2.67
15. Help with library user service	2.67
16. Train others to do specific jobs or tasks	2.67
17. Assist in cataloguing new books	2.67
18. Use basic library tools, such as the card catalogue	2.67

19.	Carry out oral and written instructions	2.67
20.	Prepare library materials for circulation	2.67
21.	File library catalogue cards correctly	2.67
22.	Prepare reports on daily circulation	2.67
23.	Use audio-visual equipment	2.67
24.	Use mounting and laminating equipment	2.67
25.	Assist with circulation of library materials	2.67
26.	Identify and use resources relevant to different cultural, ethnic, and religious heritages	2.67

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* Reproduction, p. 12 of original document (Ekstrom, and others)

TABLE 3-A

TRANSFERABILITY OF WOMEN'S LIFE EXPERIENCE LEARNING TO ADVANCED PLACEMENT IN SELECTED VOCATIONAL EDUCATION PROGRAMS *

ABILITY TO:	Mean self-rating by women	Average Vocational Educator Rating					
		Cook/chef	Drafting	Library technology	Medical records technology	Occupational therapy	Respiratory therapy
1. Show compassion	2.8	--	--	--	0.83	2.50	2.67
2. Deal with people	2.6	1.50	--	3.00	--	--	2.67
3. Take responsability	2.6	--	--	--	2.50	--	--
4. Follow orders and accept supervision	2.6	--	2.75	2.33	2.50	2.50	2.67
5. Carry out oral and written directions	2.6	--	--	2.67	2.83	3.00	3.00
6. Evaluate a product/information	2.5	2.75	--	1.67	--	--	--
7. Adjust schedule to a variety of changes	2.5	3.00	--	--	--	--	--
8. Analyze a problem	2.5	--	2.75	--	--	--	--
9. Use oral communication skills	2.4	--	--	--	1.67	3.00	2.67
10. Do precise and accurate detailed work	2.3	--	2.75	2.67	2.83	--	2.33
11. Instruct others	2.3	--	--	2.67	1.50	3.00	--

TABLE 3-A (cont'd)

		Average Vocational Educator Rating						
		Mean Self-rating by women	Cook/chef	Drafting	Library technology	Medical records technology	Occupational therapy	Respiratory therapy
12.	Coordinate an activity	2.3	2.50	—	—	—	—	—
13.	Compile information	2.3	—	—	3.00	2.17	—	—
14.	Do problem solving	2.3	—	—	—	2.17	3.00	2.00
15.	Do repetitive work	2.2	—	2.00	2.33	1.83	—	—
16.	Work under stress	2.2	3.00	—	—	—	—	2.33
17.	Establish rapport	2.2	—	—	—	1.50	2.50	1.83
18.	Obtain and verify information	2.2	—	—	2.67	2.17	3.00	—
19.	Direct, control, and plan activities	2.1	2.00	—	—	—	—	—
20.	Negotiate between people/groups	2.1	—	—	—	1.17	—	—
21.	Supervise others	2.1	2.25	—	—	1.50	—	—
22.	Use writing skills	2.1	—	—	—	1.67	3.00	—
23.	Manage others	1.9	—	—	1.50	2.50	—	—
24.	Do computations and arithmetic	1.7	2.50	—	—	—	—	—

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* Reproduction, page 21 of original document (Ekstrom, and others)

REFERENCES

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DOCUMENT 4

EVALUATION OF HOMEMAKING AND VOLUNTEER WORK FOR COLLEGE RECOGNITION

TITLE	Evaluating Women's Homemaking and Volunteer Work Experience for College Credit
AUTHOR	Ekstrom, Ruth B.
	(EJ 219 807, HE 512 605)

This project identifies a certain number of methods and tools that can help colleges evaluate competencies acquired by women through their non paid working experience.

In 1974, Ruth B. Ekstrom, Abigail Harris and Marlaine Lockheed began a research project funded by the Fund for Improvements of Post-secondary Education to identify these competencies.

The authors, after reviewing the literature, came to identify the abilities acquired through homemaking and volunteer work. They conducted interviews and surveys among women's groups in order to develop the list "I CAN ".

After completing these interviews and surveys, they identified the following areas of competencies acquired through homemaking and volunteer work:

COMPETENCIES *

VOLUNTEER WORK

Administrator/Manager
Financial Manager
Personnel manager
Trainer
Advocate/Change agent
Public relations/Communication
Problem Surveyor
Researcher
Fund Raiser
Counselor
Youth Group Leader
Leader for a Service Organization
Museum Staff Assistant/Docent
Tutor/Teacher's Aide

HOMEMAKING

Home Financial Manager
Home Nutritionist
Child Caretaker
Home Designer and Maintainer
Home Clothing and Textile Home Specialist
Home Horticulturalist

A review of the documentation on homemaking and volunteer work obtained from meetings with women's groups and volunteer organizations supplies information on job description for twenty categories of non official work. Thus, authors develop the "I CAN" list which can also be used in counseling, entry or re-entry into the labor force.

The authors noted that this is not a complete list, that it does not necessarily cover all types of non official jobs, and that one should not expect these women to master all these competencies. The "I CAN" list is more a starting point which is intended to help women and counselors working in colleges to identify the most appropriate areas to evaluate learning experience.

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* Reproduction, p.203 of original document (Ekstrom)

The authors established a twelve step procedure to follow before awarding credits for women's life experience, as shown in the following table:

TABLE 4-A

TWELVE STEPS IN AWARDING CREDIT FOR WOMEN'S PRIOR LEARNING FROM HOMEMAKING AND VOLUNTEER WORK *

A. INITIAL COUNSELING

Step 1 - Identify student goals - reason for college re-entry, degree or non-degree program, credit or no-credit courses, full or part-time enrollment, etc.

Step 2 - Identify relevant student background and experiences - previous college, credit-by-examination, non-formal learning etc.

Step 3 - Complete admission process - obtain transcripts; complete admission and financial aid applications; provide academic advice about relationship of assessment of prior learning to degree requirements, cost of assessing prior learning, transferability of credits; registration procedures, provide student services information; etc.

B. INITIATE PROCEDURES FOR ACCREDITING PRIOR LEARNING

Step 4 - Identify student's prior learning experiences - volunteer work, homemaking, travel, employment, etc.

Step 5 - Identify learning underlying these experiences - have student review "I Can" lists and develop an outline of her prior learning experiences.

Step 6 - Develop and label experiential clusters - review prior learning experiences for patterns, label and cluster related experiences, have student develop personal "I Can" lists for each cluster.

Step 7 - Determine resources for Documenting each experiential area - availability of work samples, job descriptions, awards for service, training certificates, etc.

C. ASSESSMENT

Step 8 - Identify relevant course(s) or department(s) - review lists to identify department and/or course relevance, determine if course equivalent or area credits will be sought.

Step 9 - Determine method of assessment - formal (credit-by-examination, challenge exam, or performance tests), vs informal (interview, portfolio, descriptive paper, simulation, etc.)

Step 10 - Form evaluation team(s) - obtain faculty members in areas to be assessed, instruct faculty in assessment procedures.

Step 11 - Write assessment agreement - specify content of assessment, relation to subject area or course, method of assessment, documentation required, number of credits; refer student to portfolio preparation course if applicable.

Step 12 - Evaluation - student takes test, prepares paper or portfolio, has interview, demonstrates skill, etc; evaluation team determines if credit will be awarded and the number of credits or grade.

D. GETTING IT ON THE TRANSCRIPT

This is unique to each college - involves how such credits are shown on transcript, relation to course titles, special numbers for "life experience", etc.

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* Reproduction, pp 204 et 205 of original document (Ekstrom)

EXAMPLE 4-A

ADMINISTRATOR/MANAGER *

The administator/manager is concerned with the development and/or implementation of program(s) involving paid and/or volunteer staff. This involves the utilization of people, materials, money and time. There are two types of administrator/manager: those concerned with the total functioning of the organization, and those concerned with the functioning of a particular project within the program.

In carrying out my responsibility as an Administrator/Manager, I can:

- Develop long-range goals and objectives that foster organizational growth and continuity.
- Develop specific goals and plans for a specific project.
- Identify the method of evaluating effectiveness in meeting the goals and objectives.
- Identify the resources in personnel, money, materials, time, and authority needed to accomplish the established objectives.
- Establish priorities based on the importance of each objective to goal attainment and on the resources available.
- Identifiy needs and opportunities for volunteer service.
- Enlist the support of the governing body and staff in the utilization of volunteers.
- Interpret the organization and its system for the delivery of services to the public and to people in need of assistance.
- Work creatively within the structure of relationships and the setting of the organization, i.e., local agency to national office, etc.
- Be aware of the effects of changing socioeconomic conditions, cultural patterns, and knowledge about the helping professions and their effects upon volunteer resources and services.

- Organize the program or project into its components and determine the sequence in which these activities need to be performed.
- Develop and utilize flow charts, PERT charts, and other visual materials to describe the program's or project's work flow.
- Articulate the philosophy of the organization.
- Use problem solving and decision making skills.
- Develop and work within an agenda.
- Identify channels to change.
- Determine the need for and develop alternative plans to meet emergencies.
- Delegate responsibility and establish accountability methods to determine if these responsibilities have been met.
- Describe and use techniques which will elicit new ideas and proposals.
- Solicit and make constructive use of negative and positive feedback.
- Manage effectively in high pressure situations.
- Use techniques for crisis management and describe why different types of crisis require different techniques.
- Use methods of conflict resolution and describe when they are appropriate.
- Establish effective communications throughout the organization.
- Coordinate the execution of simultaneous projects.
- Establish mechanisms of coordination.
- Determine when coordination is needed.
- Serve as a spokesperson for the organization.

- Meet accountability demands of others by preparing reports which include:
  1. Evaluation of success in meeting of objectives.
  2. Record of financial status.
  3. Data on time and personnel utilization.

- Prepare written summaries of project and organizational accomplishment.

- Develop staffing plans.

- Prepare and use a budget.

The author specify that this list is not a complete description of skills which an Administrator/Manager may have acquired.

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* Reproduction, pp 210-211 of original document (Ekstrom)

DOCUMENT 5

ACCREDITATION OF PRIOR LEARNING

TITRE	Credit for Prior Experiential Learning *
AUTEUR	Stanley, Elizabeth (ED 193 530, CE 027 093)

This reference document provides a detailed picture of the individual evaluation method of prior learning in relation to vocational education. The individual evaluation is considered the most equitable approach when evaluating learning acquired by an adult outside the formal educational environment. The use of the portfolio has proven to be the best way to demonstrate the skills an adult has acquired. A general process based on how a student should prepare her portfolio is identified by Willingham (1977) in various CAEL publications:

IDENTIFY	Identify college level learning acquired through life experience
ARTICULATE	Explain how and what parts of that learning are related to the degree objective.
DOCUMENT	Verify or provide evidence of learning.

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* Permission granted by the National Center for Research in Vocational Education and author Elizabeth Stanley.
The publication of part of this document was prepared pursuant to a contract from the National Institute of Education, U.S. Department of Education.

MEASURE	Determine the extent and character of learning acquired.
EVALUATE	Decide whether the learning meets an acceptable standard and determine its credit equivalence.
TRANSCRIBE	Record the credit or recognition of the learning.

5.1 A typical institutional process (including the steps in the portfolio approach) *

i) The potential student becomes aware of the program and, after initial inquiry, receives informational materials.

ii) The applicant makes further contact with the program staff, frequently attending an introductory presentation or being interviewed by a staff member.

iii) After deciding to prepare a request for assessment, the student receives more detailed guidelines and often participates in a class or seminar program designed to facilitate his/her portfolio preparation. Individual counseling also may be offered.

iv) The student prepares a basic portfolio (described in a later section) and submits it to the institution, often with duplicate copies for multiple assessors.

v) Evaluators are selected, normally by the program director, dean, or department chairperson and are provided with the portfolio.

vi) Discussions between the evaluator and the student generally are conducted and may lead to requests for further information and the use of added assessment techniques for the measurement and evaluation of the claimed competency.

vii) The evaluator makes a recommendation of credit, normally to the program director or dean, who may approve, reject, and/or further review the portfolio.

viii) After the credit recommendation receives all the appropriate approvals, the information is forwarded to the registrar for transcription.

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* Reproduction, pages 9 and 10 of original document (Stanley)

The author mentions that this process has been created to be used by different types of institutional organizations and that some changes can be made. Thus, it is possible for a student to appeal when he/she is not satisfied with the decision and also for the institution to enlarge or reduce the number of people who are members of the evaluation team.

The major elements of the portfolio process are described in the five following steps:

5.1.1 Student orientation to facilitate re-entry and evaluation of experiential learning

This step allows adults who have been away from school for a certain number of years to obtain relevant information on institutions, various programs offered, and the various policies and procedures related to the recognition of prior learning. This orientation should provide former students with verbal and written information, and offer them adequate help in choosing a career. It is necessary because of the feeling of insecurity that these individuals have towards their own life experience. The student orientation is supplemented by individual interviews and group sessions.

Knapp (1977) makes a proper description of these methods of helping the returning student: *

COUNSELING	A counselor works with the student through each stage of the assessment process but is not responsible for recommending credit. The counselor often performs administrative functions for the program. He or she should be skilled in working with adults and knowledgeable about the institution's programs and policies.
MENTORING	A person representing the student's academic area of interest provides guidance in planning and developing a portfolio which relates the student's past learning to his or her other educational goals. The mentor, who may be a faculty member, a community professional, another student or a recent graduate, generally will not be responsible for recommending credit. One person, acting as an advisor, may serve the function of both counselor and mentor.
PORTFOLIO DEVELOPMENT WORKSHOPS	Scheduled workshops on portfolio preparation can provide a group setting in which students can exchange ideas. In some respects, it may be more effective than individualized counseling or mentoring. Meeting one, or more frequently, several times and led by a faculty member, counselor or program administrator, the workshops are designed to assist students in identifying, expressing, articulating, and documenting prior learning outcomes in the form of a portfolio.
SELF-INSTRUCTIONAL MATERIALS	To be used independently or in conjunction with other services, self-instructional materials on portfolio preparation are highly useful. They may include slide-tape presentations, videotapes, audiotapes, or student workbooks. A comprehensive student guide was published by CAEL (Forrest, 1977). Institutional guides have been prepared by Reidel (1978) at Coastline Community College, by Stephens College (1977), by Heermann (1977) at Sinclair Community College, by Miller (1977) for Vermont state colleges, and by numerous others for local use. Some of the available guides are on display at most assemblies at the Council for the Advancement of Experiential Learning (CAEL). It also may be helpful to review examples of portfolios, with appropriate permission of the authors.

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* Reproduction, pages 10-11 of original document (Stanley)

5.1.2 Portfolio preparation: to identify, articulate, and know how to get information

When preparing his/her portfolio for the recognition of prior experience, the student must demonstrate and analyze his/her relevant experience. Results of this exercise must be presented and revised in a well written, well structured and coherent document.

The portfolio presentation is done in four distinctive steps:

CHRONOLOGICAL RECORD	This chronological list includes only dates and notes. It gives a general view and helps the student identify prior learning experience. These experiences may include work experience, education, non credited courses, seminars, volunteer activities, trips, homemaking activities, licenses, awards, professional organizations, recreational activities and hobbies, independent readings, publications, reports and military experience.
AUTOBIOGRAPHICAL STATEMENT	This statement when requested intends to give additional information on student's activities without the need to explain the entire experience if the student wishes to describe it later on. A certain number of institutions do not use this statement, but there are others who see in this exercise an important way to learn from thinking and self-evaluating.
STATEMENT OF OBJECTIVES	The student relates his/her objectives about learning, about life and about his/her career to a credit request. The two preceeding steps provide students with an opportunity to demonstrate his/her prior life experience. This statement may include diploma requirements and institution objectives as well as personal goals.

LEARNING DESCRIPTION FOR EACH AREA

The last step of the portfolio, the description of learning experience for each area, is the "heart" of the document. The student states the learning outcomes using terminology appropriate to the institution and demonstrates his/her achievements through a narrative description and/or documentation.

- The NARRATIVE includes: a detailed description of experience in the area including information on activities, training, reading, supervisory responsibilities and advancement, recognitions and awards. References may be included to support information.

- The narrative is followed by the STATEMENT OF LEARNING OUTCOMES. These competency statements are explained by Knapp (1977) and Forrest (1977). It is important for the student to be specific about his/her learning experience in order to receive adequate assessment and type of credits.

- The student may add to this section a STATEMENT ON CREDITS REQUESTED which can be arrived at by comparing existing courses.

- The DOCUMENTATION is used to state the evidence of learning outcomes and may include the following information as suggested by Knapp (1977) and Forrest (1977):

letters of recommendation
job descriptions and evaluations
awards and honors
licenses and performance standards
work samples
work or military achievements
newspapers and magazine clippings
books, articles and poems
photographs, pictures, music ....
proposals, reviews, and programs from performance ...

Recommendations are made to students regarding presentation of clear and selected documentation to avoid "voluminous evidence of their activities". Nevertheless, students can expect to be asked to add a list of documents included to facilitate review during the assessment process. It would be helpful to consult Knapp's (1977) and Forrest's (1977) suggestions on the matter.

> It is also suggested that students provide letters explaining various learning experiences as a way of identifying activities and verifying performance. These letters seemed to be preferred over the usual letters of recommendation. Knapp (1977) provides information on these exercices.

The organization of the portfolio is of great importance and most of the institutions suggest a prototype.

Students must number all pages, make a table of contents and build the portfolio with coherence. Documentation can be integrated as it comes or as it is presented in appendices. According to Knapp (1978), an average of fifty-seven hours is required for the preparation of a portfolio. Stanley says: "It is a challenging process and it can be a significant learning experience."

5.1.3 Measurement and evaluation of learning outcomes

The author mentions that even though the steps are considered separately within the assessment process, they are, sometimes, "indistinguishable". Forrest (1977, p.73) says that a student could be requested to include evidence of his/her competence, either in the form of a letter, a completed form, an official certification or a score report. Stanley states: "...more frequently, both the measurement and evaluation stages are completed after submission of the portfolio and with an evaluator or assessor selected by the institution."

Whitaker (1975) talks about the selection of evaluators and he recognizes desirable specifications: subject matter expertise, psychometric expertise, familiarity with the data in a particular case, objectivity and motivation.

Whitaker also presents tables relating evaluators' qualifications to assessment functions and future evaluators to actual evaluator's characteristics.

Knapp (1977) has established the following list of potential assessors and their required qualifications: *

INDIVIDUAL FACULTY MEMBERS IN A RELEVANT AREA	This is perhaps the most frequently used arrangement, but it can be the least reliable when only one expert is used. A student often will be evaluated by one faculty member for each academic area or for each course equivalent.
DEPARTMENTAL FACULTY COMMITTEE	This situation can provide more reliable or accurate evaluations when more than one expert is involved; however, it retains a disciplinary character.
PERMANENT FACULTY COMMITTEE REPRESENTING VARIOUS DISCIPLINES	This arrangement is useful particularly in interdisciplinary programs; competencies can be evaluated in a wide variety of academic areas but expert judgment may not be provided for any given area.
INDIVIDUAL FACULTY MEMBER IN A RELEVANT AREA AND PERMANENT FACULTY COMMITTEE	This arrangement provides for both expert judgment and multiple evaluations. Although committee members may not have expertise in given areas, the committee may act as a review group with the benefit of their familiarity with many assessments.

OUTSIDE EXPERTS OR ALUMNI EXPERTS	These experts may include local professionals with strengths in areas to be evaluated but with less knowledge about converting to academic credit. Alumni experts provide the advantage of familiarity with the program.
PEERS (currently enrolled students)	They also can offer familiarity with the program and its standards but may not be as well qualified as experts in the area.
ASSESSMENT TEAM	The team may include faculty, outside experts, alumni, and peers who can provide subject area expertise as well as program knowledge. The team can offer the advantages of several of the preceding options but may be expensive and difficult to arrange. The team also may include the individual student as a self-evaluator.

5.1.4 Transcription or recording of credit award

Although credits can be recorded in different ways, Stanley suggests that this transcription should be coherent with the policy of the institution. "Procedures may vary in terms of timing and format". Nevertheless, the transcript must show " an accurate and complete record of the learning and must be easily interpreted by a third party."

Martorana and Kuhns (1979) made an inventory of models and discussions of problems related to articulation and transfer. Suggestions pertaining to the leadership of educators, of the State, of the Federal government and of accreditating agencies are also considered in their document.

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* Reproduction, pp. 14-15 of original document (Stanley)

5.1.5 Other institutional policies

There are other situations where institutional decision-making is needed and "in which policies should be clearly stated":

LIMITS ON CREDIT ALLOWED	Knapp and Davis (1978) reported that, in institutions responding to their survey, a student theoretically can obtain an average maximum of twenty-six to forty credits through assessment. Actual maxima vary widely and may range from six to 110 credits (semester hours), depending on the institutional philosophy and their degree requirements.
AGE LIMITS	Some institutions have stipulated that only students above a minimum age (often twenty-four to twenty-five) may request credit based on assessment of prior learning. Others have found, however, that it is highly unusual for younger students to submit such requests; they suggest that the limitation is unnecessary.
DEGREE AREAS IN WHICH CREDIT IS APPLICABLE	An institution may limit credit assessment to electives, to a stated portion of a major, or to specific academic areas. The required "residence credit" may include a stated number of credits in the student's major field.
RECENCY OF LEARNING	Two distinct questions arise in this area - would the learning be accepted if it had been acquired and transcripted at an accredited institution and can the learning be demonstrated at the time of assessment?
APPEAL PROCESSES	A process for appeals should be established prior to initiation of an assessment program, since cases may arise in which there are disagreements; due process procedures consistent with institutional policies should be available.

Meinert and Penney (1975) explain situations where these policies are necessary.

5.2 Evaluators and faculty development

Since the role of the evaluator is a critical one at all levels of the process, and since few educators have the relevant expertise and experience, many institutions offer, through faculty development, an opportunity to develop new skills in this area. CAEL (1975) has developed a program partially financed by the Lilly Endownement for the training of trainers. CAEL has also put out other materials and workshops to help interested parties.

It seems that the benefits coming from the faculty development programs are numerous. These programs contribute to the reduction of fear towards recognition of experiential learning. This new faculty development is an opportunity to improve teaching techniques even in traditional education.

5.3 Costs and fees for the assessment of prior learning

The assessment of prior learning requires the participation of experts and a considerable amount of time.

Institutions preoccupied with the assessment of experiential learning charge fees to candidates. Kray and Hultgren (1976), in two studies on the cost of individual assessment, come to the conclusion that "costs should be less than that of teaching and assessment in a traditional classroom". They add that fees paid to evaluators should be based on the number of hours spent doing the assessment.

Studies on costs have been carried out by Jamison and Wolfe (1976) and later on by Woods (1978). Another approach including cost analysis is presented by Palola and others (1977, 9b) from the Empire State College.

Three educational economists: Kendia, Klees and Wagner, in a document published by Valley (1978), have studied the economic impact of the assessment and suggest further research. In 1979, MacTaggart published a syllabus on cost effectiveness. The study is intended for professionals who are assigned to implement such models and analyze the resulting costs.

It seems practical to establish the fees that a student will encounter on the basis of the expenses related to specific processes. Davis and Knapp (1978), from a survey, suggest the following models as "fee arrangements":

- FLAT ASSESSMENT FEE. The average fee was $121. This approach was used mostly by public and private four year colleges.

- FEE BASED ON THE NUMBER OF CREDITS REQUESTED BY THE STUDENT. The average fee was $12 per credit. This method was used by two year public institutions.
- FEE BASED ON NUMBER OF CREDITS AWARDED TO STUDENT. The average was $79 per credit. This approach was often used by private institutions.
- FEES BASED ON NUMBER OF SUBJECT AREAS TO BE EVALUATED. The average total was $287. This method was reported by only 5.4 percent of the respondents.
- FEE BASED ON AMOUNT OF TIME SPENT BY THE ASSESSOR. The average fee was $15.50 per hour. This method was reported by only 4.3 percent of the respondents.

The survey shows that 16.1% of institutions do not charge assessment fees and that 10.8% use a combination of these models.

Among these models, the ones most frequently adopted are those where fees are charged on the basis of the number of credits asked or subjects to be evaluated and these models are sometimes combined with flat fees.

According to Bowen (1973), institutions must be sure that their funding mechanism will be adequate, if not, the individual evaluation performance will be reduced.

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DOCUMENT 6

ACCREDITATION OF EXPERIENCE APPLIED TO VOCATIONAL EDUCATION

TITLE	Making Experience Count in Vocational Education - A Guide to help Vocational Educators Identify and Provide Recognition to Adult Women Who Have Vocationally-relevant Life Experience Learning
AUTHOR	Ekstrom, Ruth B., and Others
	(ED 206 876, CE 029 993)

The objective of this guide is to help vocational educators identify knowledge and skills acquired by women throughout their lives.

6.1 Revision of experience learning

This revision comes from a survey done by "Project ACCESS" and demonstrates the variety and the number of these experiences from data gathered among 155 women registered in counseling programs for job re-rentry in Chicago (Illinois), Dallas (Texas), Hackensack (New Jersey) and Oakland (California). From this group, 90% of women were 35 years old and up, and half of these women were 45 years old and up. All of them held a high school diploma and a GED. They had all been homemakers for at least five years; 60% had been staying at home for more than 20 years.

From this group, 82% had done volunteer and community work and 93% had already experienced paid work.

6.2 Credit for prior experience

There are three main ways to evaluate this experience in order to get college credit.

1. RECOMMENDATIONS OF CREDIT FOR COURSES OFFERED BY BUSINESS, INDUSTRIES AND VOLUNTEER ORGANIZATIONS

These credit recommendations are published by the American Council on Education in the National Guide to Credit Recommendations for Non Collegiate Courses. They were previously developed by a team of specialized educators in a specific field of interest; these educators have studied course contents and required standards, made judgement on the equivalency of the courses in comparison with what is being taught in a college and made relevant credit recommendations.

ADVANTAGE	A quick verification of course content and attendance help to give out credit.
DISADVANTAGES	This method evaluates courses instead of the individual who takes them. It is impossible to differentiate between what different people have learned, i.e. to point out the best performances. It is not always possible to evaluate several other courses offered by business and volunteer organizations.

2. STANDARDIZED EXAMS SUCH AS COLLEGE LEVEL EXAMINATION PROGRAMS (CLEP)

ADVANTAGES

The individual is evaluated rather than the course.

Experience could have been acquired in different ways: non credit courses, independent studies, paid work and other life experiences.

The content and standards are defined by the test specifications and marks granted.

Since this kind of evaluation has been accepted by several post-secondary institutions, there are more chances for a student to get those credits when going from one institution to another.

The process is short and costs little, especially compared to individual evaluation.

DISADVANTAGES

It is difficult to evaluate learning acquired through experience because standardized tests are designed to evaluate "theoretical" or "academic" subjects.

Several kind of prior experience are not covered by the tests.

3. INDIVIDUAL EVALUATION

ADVANTAGES

Flexibility for the adult who requests the evaluation as well as for the institution. A counselor meets the potential student, reviews with her what she has done, and identifies experience relevant to her objectives. The process includes written tests, demonstrations, interviews or a portfolio. The evaluation content is then determined.

At a later stage, an agreement concerning the evaluation is drawn up and the individual must meet the criteria stipulated in the agreement.

Faculty members do evaluations based on criteria required from students. If they find that an individual has learned and integrated knowledge normally provided in a regular course, he may be given credits for those courses or advanced placement.

DISADVANTAGES

Evaluation takes a lot of time from the individual and from the institution; therefore, many institutions offer courses in learning how to do this evaluation so as to reduce cost and counselor's time.

In addition, more and more institutions charge fees to cover the time involved in the evaluation.

Since curricula and standards differ from one institution to another, it is difficult to transfer the credits.

In a study done by Nickse (1975), twenty-four institutions link ten fields of competency to academic courses, with the exception of tasks related to goods and services, all abilities are equivalent to those required in courses already offered in these institutions.

In order to help identify and evaluate women's prior experience, the Educational Testing Service for Adult Education has developed the "I CAN" list in twelve steps (How to Get College Credit for What You Have Learned as a Homemaker and a Volunteer, Ekstrom, Harris & Lockheed, 1977).

A survey carried out for "Project ACCESS" with 22 women enrolled in vocational education programs in data processing, electronics and medical technologies, shows that these women had relevant abilities prior to their enrolment in these programs.

TABLE 6-A

MEAN WEIGHTED SCORES OF HOMEMAKING COMPETENCIES FOR ACADEMIC CREDIT *

COMPETENCY	CREDIT LEVEL (1)
1. Community resources	1.69
2. Decision making	1.66
3. Goal setting	1.63
4. Interpersonal relations	1.62
5. Physical environments	1.62
6. Human development	1.53
7. Understanding self	1.50
8. Business and family finance	1.21
9. Home health	1.09
10. Goods and services	.94

(1) Credit levels: Secondary = 0
Postsecondary (years 1 and 2) = 1
Postsecondary (years 3 and 4) = 2

* Reproduction, p. 18 of original document (Ekstrom, and others)

EXAMPLE 6-A

JOB-SPECIFIC SKILLS SELF-RATINGS FOR NINE ADULT WOMEN ENROLLED IN DATA PROCESSING*

SCALE: 3 = do well
2 = do moderately well
1 = cannot do easily
0 = cannot do

ABILITY TO:	MEAN
Use step-by-step logical reasoning	2.7
Carry out oral and written directions of some complexity	2.1
Learn and apply rules	2.8
Use problem-solving and decision-making skills	2.6
Analyze and summarize data	2.4
Make inferences from data	2.5
Develop and use charts to describe a program's or project's work flow	2.2
Perform arithmetic operations with signed numbers	2.8
Do simple algebra	2.3
Use a pocket calculator	2.9
Use a typewriter/computer terminal	2.4
Think logically	2.4
Do mechanical or home repairs	1.2
Organize a project into its components parts and determine the order in which these must be performed	2.6

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* Reproduction, p. 19 of original document (Ekstrom, and others)

6.3 Identification process and credit for prior learning

The authors have divided identification and recognition of prior experience into eight steps:

1. Identify the skills, knowledge, and abilities which are taught, or assumed to be known, in each course in the selected vocational education program.

   The purpose of this step is to determine what is taught in the program. Often, this information is already available in course or program guides and outlines.

2. Rank the skills, knowledge, and abilities identified in Step 1. This ranking should be done by the faculty members who teach in the program.

   The purpose of this step is to have the faculty decide the relative importance of the skills, knowledge, and abilities taught in the program. Many skills will be "minimal competencies", necessary for all students; others may be less important.

3. Determine which skills, knowledge, and abilities will be considered as sufficient evidence that the student has mastered the content of each course.

   The purpose of this step is to have faculty determine the content and standards for the assessment process.

4. Select the assessment procedure(s) for each course and the members of the assessment team. Assessment of life experience learning can involve standardized tests, teacher-made tests, demonstrations, simulations, interviews, portfolios, or other techniques.

   The purpose of this step is to allow faculty to determine the process of assessment and to select the individuals best qualified to make the judgments required.

5. Recruit adult women who are interested in obtaining vocational education.

   The purpose of this step is to develop and implement an outreach plan to attract adult women who, through their life experience learning, may have acquired the skills, knowledge, and abilities necessary for successful completion of the selected vocational education program.

6. Screen the candidates, using the Experience Description Summary. Information from the screening can be used in two ways: (1) to counsel women about vocational education programs they might enter, and (2) to identify women who appear to have sufficient life experience learning to obtain advanced placement in the program or credit for certain courses.

   The purpose of this step is to provide a quick and low-cost preliminary estimate of how women's skills and experiences are related to the vocational education program.

7. Assess the qualifications of the candidates and place the candidates in vocational education programs. The type of program placement will be determined by the area of experiential learning. The level of placement will be determined from the skills and knowledge identified in the assessment process.

   The purpose of this step is to provide, after assessment, appropriate course exemption or advanced placement for those women who have the necessary skills, knowledge, and abilities.

8. Monitor the performance of women. Obtain information about their continuance in and successful completion of the selected vocational education program. This information can be used to improve the screening process. It may also suggest ways to restructure courses or programs to make them better meet the needs of adult women students.

   The purpose of this step is to collect evidence that will show how well adult women do in the selected vocational education programs. This evidence can improve the recruitment and selection process. It can also be used to demonstrate program success to administrators.

6.4 Vocational education program analysis

The authors mention that a vocational education program analysis allows educators to revise the objectives and roles that these programs must play in education. This step then, helps determine whether programs already in place in various institutions prepare female students to get relevant jobs in their community.

The steps involved in analyzing these programs include:

6.4.1 Identification of skills, from Primoff job-element technique (1975)

6.4.2 Rating of skills acquired for each course according to the following scale:

3 = necessary for every student; a minimal competency
2 = desirable; most students should be able to do this
1 = limited relevance; may be useful if student goes on to take more advanced courses or works in certain specialties
0 = not relevant for this program

Once the rating is done, the average score is computed.

6.4.3 Decision to ask pre-requisite for experience

It consists of determining the minimal average required to serve as a starting ground to give credits. The author suggests that any ability reaching the 2.5 score and more be considered as NECESSARY.

6.5 Assessment planning

This chapter is about methods of choosing the best method of assessing women's prior learning.

6.5.1 Choice of assessment method

According to Davis and Knapp (1978), the methods normally used in credentialing experiential learning in the two year colleges of the public school system are the following:

Performance tests	96%
Product assessments	84%
Objective tests	84%
Interviews	80%
Portfolios	68%
Essay examinations	68%
Simulations	56%

Methods differ according to the courses and the kinds of skills and knowledge to be identified.

PERFORMANCE TESTS

These tests were constructed by Fletcher and Clark (1977) and are intended to assess the skill that a person has when executing an action, a process or a given task. In other words, having a person demonstrate a skill will mean that she fulfills a performance test. Example given: typing test in a secretarial technology course; assembling an engine in an automobile repair course.

ADVANTAGE	The clear and direct relationship with vocational education program objectives.
DISADVANTAGE	The decision about assessment criteria of the performance.

A list of the performance tests is offered by Clearinghouse for Applied Performance Testing (1)

PRODUCT ASSESSMENT

Although this method is similar to the preceding, it differs in that the final result gets to be evaluated. This method could be the best one when skills are related to creativity, design or confection. A similar model is described by Churchill (1977) about visual arts. The assessment material must meet the following criteria:

1. Overall quality of the product.
2. Depth of work; use of material needed to teach students how to think, to work and to produce.
3. Breadth of work, in presenting the variety of problems, ideas and media.

This method of assessing a product can save the evaluator time in situations where the final result is what counts. It is important to maintain good assessment criteria.

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(1) Clearinghouse for Applied Performance Testing, 710 S.W. Second Avenue, Portland, OR 97204

OBJECTIVE TESTS

These tests may be multiple choice exams. They can be standardized, such as the CLEP tests (College Level Examination Programs) or locally produced by the institutions such as the end-of-course exams.

ADVANTAGE OF THE STANDARD TESTS	The candidate meets requirements of several academic institutions.
DISADVANTAGES	The test content cannot be related to a specific course offered in the institution.

The in-house test can also be used as a challenge exam.

Since many skills acquired through vocational education are related to performance, objective tests cannot always give recognition to prior learning.

INTERVIEWS

According to remarks made by Pendergrass, Stutz and Reilly (1977) interviews answer different needs, depending on the college. Certain interviews verify experience and make a diagnosis of a problem, but are not part of the assessment. The conditions of interview cover:

- the importance of establishing criteria and standards
- the determination of interview content
- the development of scales and other practices
- the kind of interview (oral exam, interview with two people, panel, group discussion without leader)

Still according to Pendergrass, Stutz and Reilly, the interview is helpful for measuring leadership technical knowledge.

Another advantage of the interview is its flexibility. It allows one to get information about skills which were not anticipated before the interview and it is useful when evaluating a person's attitudes and values.

PORTFOLIOS (definition from Ruth B. Ekstrom)

A portfolio is a folder of information about a student's past experience and accomplishments. The development of a portfolio for the assessment of prior learning is a process which can help the student become much more aware of the educational relevance of these experiences.

Detailed explanations of the portfolio method are provided by Knapp in Assessing Prior Learning - A CAEL Handbook (CAEL, 1977).

Since the portfolio method constitutes a new way of assessing experience, several colleges offer a special course on portfolio preparation. Davis and Knapp (1978) found that 44% of the two-year public colleges offer a credit course on the method and that 32% offer a non-credit course as well as workshops and seminars on the subject.

ESSAY EXAMINATIONS

This method is in a way similar to the objective tests in the sense that it is restricted to an abstract assessment while performance tests are of a concrete nature. The essay examination tends to measure the writing ability of the student as well as his/her knowledge. In spite of this problem, the authors pointed out that several colleges use it because it is a method of assessment that seems familiar to students and to faculty.

SIMULATION

Simulation or situational tests are used when it is not possible to demonstrate performance in its own realistic frame. Simulation can be presented in role playing during counseling, where the teacher becomes the client.

Good practice

For Willingham (1977), the choice of a method of assessing experiential learning must be done in connection with the nature of learning. His works provide information pertaining to validity and reliability as well as standards required by colleges.

6.6 Recruitment of female clientele

Recruitment can be done through accurate information media. Moreover, it is possible to advertise through independent brokering services, through local agencies and counseling services, or through libraries. All these services provide new avenues for recruiting female clientele.

Charner (1980) mentions that the lack of participation in learning activities demonstrated by many adults is due to:

- situational factors
    - costs
    - home responsibilities
    - job responsibilities
    - lack of time
- social-psychological factors
    - family or friends disapprove
    - lack of confidence in ability
    - lack of interest
    - low self-concept
- institutional factors
    - course scheduling
    - financial support restrictions
    - full-time attendance
    - inadequate counseling
    - lack of information on courses
    - lack of information on financial assistance
    - too much red tape

The recruitment of female clientele can also be done in centers for displaced homemakers and among counselors for women who wish to go back to school. There is a directory of 140 programs in the National Directory of Women's Employment Programs.

Since women who want to go back to school do so in great numbers, many colleges and technical schools have their own centers for female students.

Eliason (1977) has recorded the following list of programs and services which she found in various institutions:

- Counseling and testing
- Learning skills
  - tutorial assistance
  - catch-up programs
- Alternative study and credit for life experience
- Nontraditional program training
- Short term skills training
- Placement programs for cooperative work-study
- Special programs for women
  - women's Studies
  - re-entry programs
- Student and community services
  - community outreach
  - noncredit courses
  - child care services

6.7 Selection and assessment

This is a process for screening students who apply for credit recognition. This is a quick and costless way of evaluating a student. The procedure is described in the EDS (Experience Description Summary).

This experience consists of two parts:

1. A section in which students assess their prior experience; it consists of self-evaluation conducted according to the twelve occupational steps.
2. A section in which candidates assess their experience and skills in relation to specific domains of vocational education.

In the case where institutions of vocational education wish to get in touch with local business and industries in order to develop experimental programs related to jobs, they can consult Making Experience Count in Sex Equity Programs. There are two institutions which supply this kind of information: Goucher College and Northeastern University. These programs enable women to identify their experience and skills while employers identify skills related to specific jobs. Special courses have been added to allow women to acquire competencies needed for acceptance into certain administrative jobs. There are also other types of programs offering women the possibility of using their life experiences outside and inside the job market.

6.7.1 Who does the assessment?

Davis and Knapp (1978) mentioned that in the two-year public colleges:

72% choose an evaluator who is an expert in the learning area as the person responsible for prior learning evaluation

44% call for outside experts

36% choose two or more faculty members who already have expertise in the learning area

20% invite a faculty committee of a department or program which has the expertise closest to the student's area of knowledge

6.7.2 Preparation of a guide intended for evaluators

Evaluators get relevant assessment material. Davis and Knapp (1978) pointed out that in the two-year public colleges:

80% provide institutional policies and practices regarding experiential learning

60% provide examples of assessment

44% organize workshops

36% determine their own standards

28% have a detailed manual-guide

Once more the CAEL (Council for the Advancement of Experiential Learning) material is suggested (see Ressources later in this document, pages 155 and 156).

6.7.3 Cost of experiential learning assessment

Most colleges charge a fee to cover the evaluator's time and loss of revenue caused by the awarding of credits. Davis and Knapp (1978) add that among the two year public colleges:

24% charge fees for the number of credits requested by a student

24% charge fees for the number of credits granted to a student

6.7.4 Example of a prototype of experiential learning assessment

This example comes from the "Project ACCESS" documentation.

THE HIGHEST RATED EXPERIENCE INDICATORS FOR POSSIBLE
ADVANCED PLACEMENT IN A COOK/CHEF PROGRAM

Experience in food quantity preparation
Experience in catering for small parties
Paid work as a cook
Experience in gourmet/international cooking

The following skills and abilities were rated as NECESSARY for avanced placement in a cook/chef program:

- Produce a quality food product
- Prepare appetizers, canapes, or hors-d'oeuvre
- Prepare egg and breakfast dishes
- Prepare fruit products
- Prepare salads and salad dressings
- Prepare sauces and gravies
- Prepare potatoes, rice, pasta
- Prepare vegetables
- Prepare seafood
- Prepare sandwiches
- Prepare meat and poultry
- Prepare desserts
- Prepare garnishes for food
- Work with left-over food
- Use the basic tools of bulk food preparation
- Use weights and measures accurately
- Apply safety rules in the use of kitchen equipment
- Use menu terminology correctly
- Set priorities
- Work under pressure

The authors mention that "the individual who has experience in one or more of the four areas identified would be given the opportunity to demonstrate the 19 specific skills".

6.8 Monitoring and evaluating

Once the candidates are screened and registered in a vocational education program, the authors invite counselors and educators to monitor the performance of candidates for two reasons:

1. to identify and correct any problems in the process of credentialing prior experience learning, and
2. to determine whether individuals who receive credit for experiential learning perform as well in their other courses as do traditional students.

6.8.1 Review and revision of the program

At the end of each term, the individual responsible for the prior experience learning program should obtain answers to the following questions:

1. Did the students who obtained experiential learning credit complete the course/program or drop out? If these students did not complete the course/program, was their course performance satisfactory of unsatisfactory when they dropped out?
2. What is the instructor's over-all rating of the course/program performance of each experiential learning student? (This can be the course grade or a satisfactory/unsatisfactory rating). If possible, this information should be obtained for all students in the course/program, to allow comparisons.

3. For the experiential learning students, instructors should also be asked to provide ratings on the specific skills identified in Steps 1-3 on which the assessment was based. This rating should be satisfactory/unsatisfactory/no chance to observe.

On pages 52 and 53 of the original document, the authors make various observations concerning the review of courses/programs.

6.8.2 Dissemination and sharing

The author suggests that one should (1) inform other institutions and people concerned with recognition of experiential learning of the success obtained and (2) write papers to the American Vocational Association, to the National Guidance Association and to professional magazines.

The workbook is the second part of the document and represents the "Project ACCESS".

The main elements of this research are presented as examples, and extracts are reproduced in order to assist people who wish to implement such a program.

TABLE 6-B

REPRESENTATIVE EXPERIENTIAL ASSESSMENT MATERIALS AVAILABLE THROUGH ERIC, CLEP AND AMERICAN INSTITUTES OF RESEARCH *

SOURCE: ERIC

Subject/Program Area	Source		ED #
Accounting	Berquist, et al	(1974)	ED 093 966
	Coastline Community College	(1979)	ED 176 836
Administrative Secretary	Coastline Community College	(1979)	ED 176 837
Agribusiness	Berquist, et al	(1974)	ED 093 966
Business Management and Marketing	Coastline Community College	(1979)	ED 176 834
Data Processing	Berquist, et al	(1974)	ED 093 966
	Sharon	(1977)	ED 148 843
Day Care	Berquist, et al	(1974)	ED 093 966
Dental Auxiliaries	Knapp	(1977)	ED 148 845
Electronics Technology	Berquist, et al	(1974)	ED 093 966
General Office Practice	Coastline Community College	(1979)	ED 176 835
Health Administration	Kleppick	(1979)	ED 176 626
Human Service Worker	Duncan	(1978)	ED 169 972
Law Enforcement	Sharon	(1977)	ED 148 843
Management	Berquist, et al	(1974)	ED 093 966
Personnel Associate	Coastline Community College	(1979)	ED 176 838
Police Science	Berquist, et al	(1974)	ED 093 966
Retail Management	Knapp	(1977)	ED 148 845
Sales and Marketing Management	Coastline Community College	(1979)	ED 176 839
Secretarial Science	Berquist, et al	(1974)	ED 093 966
	Sharon	(1977)	ED 148 843
Travel Agency Operation	Coastline Community College	(1979)	ED 176 840
Women's Studies	Sackmary & Hendrick	(1977)	ED 155 208

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* Reproduction, p. 46 of original document (Ekstrom, and others)

TABLE 6-B (suite)

SOURCE: CLEP, including subject matter tests in:

Accounting
Business Management
Data processing
Dental Auxiliary Education
Economics
Education
English Literature and Composition
Foreign Languages
History
Mathematics
Medical Technology
Money and Banking
Nursing
Social Sciences

SOURCE: AMERICAN INSTITUTES OF RESEARCH (under preparation)

Test packages in 14 areas of vocational education.

Agriculture

Agricultural Chemicals Applicator/technician

Farm Equipment Mechanic

Business and Office

Computer Operator

Word Processing Specialist

Distributive Education

Food Marketing and Distribution

Hotel/Motel Front Office

Health

Dental Assistant

Physical Therapy Assistant

Home Economics

Fashion/Fabric Sales and Sewing

Food Services

Technical

Electronics Technician

Water/Wastewater Technician

Trade and Industry

Carpenter

Diesel Mechanic

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* Reproduction, p. 47 of original document (Ekstrom, and others)

"PROJECT ACCESS"

EXPERIENCE DESCRIPTION SUMMARY *

VOCATIONAL EDUCATION

This summary will help you describe the things you have done. These include homemaking, parenting, volunteer work, community service, credit and noncredit courses, hobbies and recreation, travel and paid employment. It can help you choose an occupational area. It can also help you determine whether you have the skills required to obtain credit in a vocational education program.

The summary has two parts. In the first part, you will describe your experiences. In the second part, you will show the skills and abilities you learned from these experiences.

Name: ______________________________
Address: ______________________________
Phone: ________________ Date: __________

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* Reproduction, p. 61 of original document (Ekstrom, and others)

EXAMPLE 6-B

NOTES ON THINGS I HAVE DONE *

Homemaking, Parenting

Volunteer Work, Community Services

Paid Work

School, Noncredit Courses, Training

Travel

Hobbies, Recreation

Anything else

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* Reproduction, p. 65 of original document (Ekstrom, and others)

EXAMPLE 6-C

JOB RATING *

- Grow flowering plants, trees, or shrubs
- Floral designs; flower arranging
- Pet grooming and/or training
- Landscape design
- Lawn maintenance
- Vegetable or fruit growing
- Breed and raise pets or farm animals for sale
- Care for an ill pet or farm animal
- Sell plants or plant products (fruit, vegetables)
- Select plants, trees, or flowers for a given purpose

The following list of occupational ratings is included in the original document (pages 66 to 69):

I	Agriculture and Agribusiness
II	Business, Data Processing and Office
III	Communications and Media
IV	Construction and Building
V	Applied, Graphic, Fine Arts and Humanities
VI	Health
VII	Food Service, Hospitality, and Recreation
VIII	Manufacturing, Repair and Technical
IX	Marketing and Distribution
X	Personal Services
XI	Public Services
XII	Transportation

When the candidate has finished checking the occupational clusters where she has experience, she transcribes the total on a sheet titled "Self-Scorer".

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* Reproduction, page 66, 70 of original document (Ekstrom, and others)

PART II

IDENTIFYING YOUR SKILLS

In this section you will be asked about experiences that are relevant to certain vocational education programs. If you have these experiences, you will be asked to rate yourself on the skills required of students in these programs. The purpose of this section is to help determine whether you can receive credit for your life experience learning.

In the experience section (Section A), check YES if you have done the things listed.

In the skills section (Section B), rate yourself using the following scale:

3 = I can do this well; others have praised me for this or I have received an award for doing this
2 = I do this moderately well; I enjoy doing this and rarely have problems with it
1 = I cannot do this easily or I do not enjoy doing it
0 = I cannot do or have never done this

EXEMPLE 6-D

PROTOTYPE SCALE: COOK/CHEF *

A. Experience:

Have you ever done:	YES	NO
- Quantity food preparation?	____	____
- Catering for small parties?	____	____
- Paid work as a cook?	____	____
- Gourmet or international cooking?	____	____

B. Skill Rating (My ability to):

- Produce a quality food product ____
- Prepare appetizers, canapes, or hors-d'oeuvre ____
- Prepare egg and breakfast dishes ____
- Prepare fruit products ____
- Prepare salads and salad dressings ____
- Prepare sauces and gravies ____
- Prepare potatoes, rice, pasta ____
- Prepare vegetables ____
- Prepare seafood ____
- Prepare sandwiches ____
- Prepare meat and poultry ____
- Prepare desserts ____
- Prepare garnishes for food ____
- Work with left-over food ____
- Use the basic tools of bulk food preparation ____
- Use weights and measures accurately ____
- Apply safety rules in the use of kitchen equipment ____
- Use menu terminology correctly ____
- Set priorities ____
- Work under pressure ____

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* Reproduction, p. 72 of original document (Ekstrom, and others)

Once the candidate has completed the skills inventory, the college undertakes to apply the twelve steps towards accreditation from the "I CAN" list.

After this procedure, two meetings are arranged: one to identify the skills relative to employment, the other to evaluate these particular skills. The information concerning these meetings is given in the original document on pages 85 to 92.

A form where skills are grouped into categories was developed for evaluators in order to evaluate the student's skills and place him/her, if the case may be, in more advanced courses.

EXAMPLE 6-E

TRAINING COMPETENCY FORM *

Rater N° ______________ Date ______________ Page ____ of ____

JOB ______________________ RATER INSTRUCTIONAL AREA ____________

RATER SEX __M __F INSTITUTION ______________________

CITY ____________________ PREVIOUS PARTICIPATION __ YES __ NO

COMPETENCY ITEM	ENTERING STUDENTS	ADVANCED/COURSE EXEMPT STUDENTS
Check that the number you fill in corresponds to the competency you are rating	3 = Found only in superior students 2 = Necessary for average performance in courses 1 = Minimum competency needed to pass course 0 = Not relevant	3 = Very important in identifying these students 2 = Valuable in identifying these students 1 = Not useful in identifying these students 0 = Not relevant

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* Reproduction, p. 93 of original document (Ekstrom, and others)

The original document includes a section reproducing examples of specific skills required for certain vocational education programs. For this purpose, two examples of evaluation, which can also be used as models, are provided at the end of the document.

EXAMPLE 6-F

SAMPLE PERFORMANCE RATING SCALE *

COOK/CHEF

NAME ______________________ RATER ______________________

Intructions: For each lettered item, place a check beside the description that best matches the performance you observe.

A. USE BASIC TOOLS OF BULK FOOD PREPARATION

__ Uses these poorly; major errors/ serious misuse and problems	__ Uses these adequately; some minor errors or problems	__ Uses these appropirately with skill and dexterity

B. USE WEIGHTS AND MEASURES ACCURATELY

__ Does not weigh or measure accurately; serious or major errors	__ Most weights and measures accurates; only minor and insignificant errors	__ All weights and measures accurate

C. MEET SAFETY STANDARDS IN USE OF KITCHEN EQUIPMENT

__ Equipment used so as to create serious safety problems	__ Only minor safety problems in use of kitchen equipment	__ No unsafe use of kitchen equipment

D. SET PRIORITIES

__ Serious problems in time-management and sequencing of activities	__ Minor problems in organization of activities or in sequence of food preparation	__ Activities well organized; sequence appropriate; time management efficient

E. USE OF MENU TERMINOLOGY

__ Incorrect use of menu terminology for several food products	__ Most food described correctly; no major errors in terminology	__ All food products described in correct menu terminology

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* Reproduction, p. 117 of original document (Ekstrom, and others)

EXAMPLE 6-G

SAMPLE PRODUCT RATING SCALE *

COOK/CHEF

NAME ______________________ RATER ______________________

Instructions: Taste each food item. Rate its quality using the scale below.

	Inadequate product, seriously over- or undercooked, or inappropriate in appearance/taste	Adequate product, meets minimal acceptable passing standard for course	Excellent product, meets or exceeds work done by students in course
APPETIZER			
SALAD			
SEAFOOD			
POTATOES			
VEGETABLE			
FRUIT			
GARNISHES			

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* Reproduction, p. 118 of original document (Ekstrom, and others)

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DOCUMENT 7

TRANSFER OF EXPERIENCE FROM NON-PAID TO PAID EMPLOYMENT

TITLE Unpaid to Salaried Employment: Strategies for Change
AUTHOR Neely, Margery A.; Dees, Diane
(ED 201 835, CE 028 888)

The authors describe the strategies that women must use when joining the labor force and the process of identifying skills acquired previously by these women.

When discussing strategies, they observe that, when a woman applies for a job, stress is created by a number of factors. These may be related to family or financial situations, or to the fact that displaced homemakers have no model to refer to and no time to build their own identity. The authors suggest a method of overcoming stress. They mention, like Yankelovitch (1978), that one of the factors that must be remembered in the 80's is the desillusionment encountered by women when they try to get adequate recognition for their non-paid work experience in order to get into a paying job. "They are going to have to learn how to access the labor market and seek jobs that give some satisfaction as well as a paycheck..."

EXAMPLE 7-A

HANDLING JOB STRESS *

1. Join and participate

2. Engage in life-long sport

3. Jealously guard leisure time used in self-fulfilling manner

4. a) Recognize signs of stress in yourself (tight back, stomach)
   b) Practice relaxation techniques, such as biofeedback, to reduce anxiety

5. Try out new ways, seek resources from other's experiences

6. For worry
   a) set aside time to consider problem
   b) confide in someone
   c) seek information
   d) do something active about source of problem
   e) or, develop "balancing factors"
   f) seek professional help

7. Watch for "burn-out" clues: low morale, nervous behavior, absenteeism, job turnover, exhaustion, illness, substance abuse, sudden poor interpersonal relations:
   a) talk it out with supportive people
   b) plan deliberate leisure time, protect relaxing coffee breaks
   c) shorten involvement time
   d) work on what can be controlled, accept that some things cannot
   e) keep a sense of humor, especially when so many horrendous things happen that it is absurd

8. Remember your personal rights:
   We believe there are certain personal rights which exist in every relationship regardless of the power or authority issues. These include, but are not limited to:
   1) right to be treated as a capable human being
   2) right to have my needs be as important as another's
   3) right to make mistakes and to be responsible for them
   4) right to make my own decisions
   5) right to say "no" without feeling guilty
   6) right to feel and express love and affection
   7) right to be listened to
   8) right to say "I don't know" or "I don't understand"
   9) right to feel positive toward myself, my accomplishments, or merits"
   10) right to feel and express anger appropriately

9. Engage in self-growth activities.

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* Reproduction, p. 13-14 of the original document (Neely, Dees)

One of the most disturbing aspects for women who must suddenly apply for a paying job on the job market is to understand the various existing ways of tabulating their skills in order to get an adequate job.

The authors built up the portfolio method to demonstrate administrative skills as well as to help the preparation of a functional résumé. This method is presented in four steps on the next page and the authors supply a glossary derived from the Manual and Guide - Analogous Competency Assessment by Neely, Wilson, Schuley and Legg (1978).

The authors estimate that the time needed to complete a portfolio is approximately twenty hours. They maintain that it is necessary to devote this amount of time because all the information gathered is very important when the time comes to "complete application forms and résumés and prepare for interviews".

In addition, women must expect, when being interviewed, to be asked "illegal questions" and Neely (1980) suggests different answers.

To build up their portfolios, participants use an instrument which help them organize information concerning their prior experience, starting with the most recent and by areas of competency.

PORTFOLIO STAGES *

IDENTIFICATION	The process of determining your skills and knowledge acquired through your varied Life-Experience
ARTICULATION	The process of communicating the level of your knowledge and skills in competency statements and description of Life-Experience
DOCUMENTATION	The process of selecting evidence or proof to validate the competencies demonstrated in Life-Experience descriptions.
ORGANIZATION	The process of ordering materials within a Table of Contents, the development of the Narrative and assembling of portfolio.

GLOSSARY OF TERMS - WORDS COMMON TO THE GUIDE *

PORTFOLIO	A folder of information that is brought together to reveal past experiences and accomplishments. It can be a means of organizing and disseminating prior experience into a manageable form for evaluation.
AREAS OF COMPETENCE	Five categories of skills and knowledge identified as essential to Vocational Education Administration: PLANNING AND GOAL-SETTING, ORGANIZATIONAL MANAGEMENT, DECISION-MAKING, COMMUNICATION, DEMONSTRATED LEADERSHIP ABILITY.
COMPETENCY	The ability to show the level of skill and knowledge necessary to attain a goal.
COMPETENCY STATEMENT	A statement which asserts what you know and can do.
SELECTED LIFE-EXPERIENCES	Abbreviated identifications of the situations in which administrative competencies were developed.
DOCUMENTATION	The validation or proof that you use to support your claims to skill and knowledge in the specified areas of competence.

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* Reproduction, page 19 of original document (Neely, Dees)

EXAMPLE 7-B

SUGGESTIONS FOR FIELDING ILLEGAL QUESTIONS *

- Laugh and don't answer.
- Smile and say "You must be kidding".
- Keep the interview only on job specifications and job qualifications. Don't furnish information you don't want them to follow upon: do not give an opening by your own comments on husband, kids, personal life. Be specific, generalities give them control.
- Do not assume that your personal and family life ARE of interest or that these affect job performance. Consider, "would it be volunteered by a man".
- Only answer questions related to the job on an aplication blank, put a dash next to others, and bring up in the interview ("I consider my marital status irrelevant") or force them to ask the questions.
- Placement/affirmative action officers may be notified of infringements.
- Tactfully point out your understanding of the law and consequent impropriety of question asked. "Is that relevant to this job?" after you size them up.
- Since questions that screen applicants in or out must be related to job success and therefore be data based, show curiosity, and say "I myself have been studying how that (plans for having children, etc) affects job performance. Just what DO your data show concerning the effects on performance of workers here?"
- If you're slipped a question such as "Can you handle this?" or "Would your husband approve?" simply be prepared to reply in a reassuring tone "Oh, yes."
- And finally a beauty from Harrigan:
  "I've noticed five of your questions have a direct or indirect sexual focus. Would you mind reviewing the prerequisites of the job you have in mind for me. I'm wondering if there's more here than meets the eye about the proposed job duties". (Harrigan, 1977, p.373).

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* Reproduction, page 19 of original document (Neely, Dees)

TABLE 7-A

SIGNIFICANT LIFE-EXPERIENCE
TIME-LOG SHEET *

		Planning & Goal S.	Organiz. Mngt	Communications	Decision-Making	Leaders. Abil.
DATES	EXPERIENCES	AREAS OF COMPETENCE				
1977-1978	Coordinator of Research Project	X	X	X	X	X
1974-1978	Kansas Vocational Association Leadership position	X	X			X
1975-1976	Workshop Organization and leadership	X		X		X
1975-1976	Graduate study/work/single parent		X		X	
1975-1976	City Library Board				X	X
1969-1975	Organization of Christmas Ornament Business	X	X		X	
1974-1975	Arts Council-Organization of Picture Lady Program	X	X	X	X	X
1972-1975	Girl Scout Leader	X	X		X	X
1971-	President-Panhellenic Association		X			X
1970-1974	Ladies' Reading Club Bazaar Chairperson, Program Work	X	X			X
1969	Democratic Club Campaign Activities		X	X		
1966-1968	Jayce Jayne's Membership, Home Tour Christmas, Bazaars, Membership Chairperson	X	X	X		
1962-1964	Teacher in Vocational-Technical School (Busines Education)	X	X			
1964-1966	Army wife, mother, Wife's club activities	X				
1957-1961	Graduate School Education with leadership roles			X		

* Reproduction, p. 22 of original document (Neely, Dees)

TABLE 7-B

COMPETENCY PROFILE SHEET *

Step 1. Assign titles to your Selected Significant Life Experiences. Assign numbers to each Significant Life Experience.

Step 2. Indicate which experience illustrates development of this competence

	Coordinator of Research Project	Coordinator of Picture Lady	Teacher in Area School	Kansas Vocational Association Leadership	Christmas Ornament Business	Graduate School Education with Leadership Roles	Civic Community Work	Youth on Farm		
AREAS OF COMPETENCE	SELECTED LIFE EXPERIENCES									
Planning and goal setting	X	X		X	X		X			
Organizational Management	X	X	X	X	X		X	X		
Communication	X	X	X			X	X			
Decision-Making	X	X			X			X		
Demonstrated Leadership	X	X		X						

* Reproduction, page 23 of original document (Neely, Dees)

TABLE - 7C

METHODS USED TO LOOK FOR WORK, BY SEX *

METHOD	ALL PERSONS	MEN	WOMEN
Total thousands	10 437	5 749	4 688
Applied directly to employer	66.0	67.3	64.4
Asked friends:			
- about jobs where they work	50.8	53.8	47.2
- about jobs elsewhere	41.8	45.9	36.6
Asked relatives:			
- about jobs where they work	28.4	31.0	25.1
- about jobs elsewhere	27.3	30.1	23.9
Answered newspaper ads:			
- local	45.9	44.6	47.5
- nonlocal	11.7	14.2	8.6
Private employment agency	21.0	19.9	22.4
State employment service	33.5	37.1	29.2
School placement office	12.5	12.0	13.0
Civil Service test	15.3	15.4	15.2
Asked teacher or professor	10.4	9.2	11.8
Went to place where employers come to pick up people	1.4	2.0	.7
Placed ads in newspapers			
- local	1.6	1.7	1.4
- nonlocal	.5	.7	.2
Answered ads in professional or trade journals	4.9	6.7	2.6
Union hiring hall	6.0	9.9	1.1
Contacted local organizations	5.6	5.5	5.7
Placed ads in professional or trade journals	.6	.8	.4
Other	11.8	11.9	11.5

* Reproduction, p. 16 of original document (Neely, Dees)

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DOCUMENT 8

IDENTIFICATION OF TRANSFERABILITY OF EXPERIENCE TO EMPLOYMENT

TITLE	Identifying the Transferability of Women's Life Experience Learning to Employment. Project Report.
AUTHOR	Ekstrom, Ruth B.; And Others
	(ED 192 041, CE 026 486)

The U.S. Civil Service Commission (1974) acknowledged that "the failure of employers to recognize the skills that are learned through volunteer work, community services and other unpaid work is an artificial barrier to the employment of women and minorities and that this barrier should be removed". During the fall of 1978, the Bureau of Occupational and Adult Education of the Office of Education funds a research project which tends to recognize women's prior learning. One of the objectives of this research is to identify the transferability of skills required for an entry level in preselected jobs.

A questionnaire is built to determine the frequency and the over-all participation of women in different activities and to allow a self-assessment of twenty-eight skills, most of them presented in the Dictionary of Occupational Titles Qualifications Profiles of Worker Trait Groups (adapted from Table 5, Sjogren, 1977).

The selected jobs are the following: airline reservation agent, bank clerk/teller, claims adjuster, credit/collection worker, electronic assembler, floral designer, home health aide, insurance sales agent, personnel worker, photo lab technician and social service aide.

The employers' questionnaires cover skills, personal characteristics and experience required to work adequately in the jobs mentioned above. The employers are asked to "rate each item, using a method adapted from Primoff's job element technique (1975) for selecting new employees" according to the following scales:

EMPLOYER'S PERFORMANCE RATING

3 = found only in superior employees
2 = necessary for average job performance
1 = minimum necessary for a job
0 = not relevant

WOMEN'S PERFORMANCE SELF-RATING

3 = I can do this very well
2 = I can do this fairly well
1 = I do not do this well
0 = I cannot do this

The authors concluded that: self-rating of adult women's life experience skills have potential for use as a selection criterion for the Project ACCESS opccupations.

EXAMPLE 8-A

AIRLINE RESERVATION:
ITEMS WITH HIGHEST SELECTION RATINGS *

1.	Use communications skills to persuade others	2.3
2.	Learn new information quickly	2.1
3.	Direct, control, and plan the activities of others	2.0
4.	Use listening skills	2.0
5.	Do arithmetic computations	1.8
6.	Deal effectively with customers	1.8
7.	Use problem-solving and decision-making skills	1.8
8.	Plan travel	1.8
9.	Set priorities	1.6
10.	Work under pressure	1.6
11.	Follow orders and accept supervision	1.6
12.	Establish rapport with individuals of diverse backgrounds	1.6
13.	Sell a product or service	1.6
14.	Solicit and make constructive use of negative and positive feedback	1.6
15.	Manage effectively in a high pressure situation	1.6
16.	Meet accountability demands of others	1.6
17.	Arrange group trips	1.6
18.	Demonstrate good oral communications skills	1.6
19.	Manage time and schedule activities	1.5
20.	Refer people to sources of information and assistance	1.5
21.	Adjust to a variety of activities and to unexpected changes	1.5
22.	Convey information by telephone	1.5
23.	Use questioning skills	1.5

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* Reproduction, page 8 of original document (Ekstrom, and others)

TABLE 8-A

TRANSFERABILITY ANALYSIS

MEAN EMPLOYER SELECTION RATING *

ABILITY TO:	Mean self-rating by re-entry women	Airline Reservations	Bank Teller	Claims Adjuster	Collections	Electronics Assembler	Floral Designer	Home Health Aide	Insurance Sales	Photo Lab Technician
1. Take responsibility	2.6	–	1.6	–	–	–	–	–	–	2.3
2. Deal with other people	2.6	–	2.7	–	1.5	–	2.5	–	2.3	–
3. Adjust schedule to a variety of unexpected changes	2.5	1.5	–	2.0	–	–	–	1.7	1.6	–
4. Be self-directed	2.5	–	1.4	–	2.4	–	–	2.0	2.5	–
5. Analyze a problem	2.5	–	–	–	1.5	–	–	–	1.8	–
6. Interpret the feelings, ideas and opinions of others	2.5	–	–	1.5	–	–	–	1.8	2.4	–
7. Use oral communication effectively	2.4	1.6	–	1.5	–	–	–	–	2.5	–
8. Do precise and accurate detailed work	2.3	1.4	–	2.5	–	3.0	–	–	–	2.7
9. Compile information	2.3	–	–	3.0	1.0	–	–	–	–	–
10. Do problem solving	2.3	1.8	–	3.0	–	–	–	–	–	–
11. Instruct others	2.3	–	–	2.0	0.8	1.0	1.0	1.7	1.5	1.4
12. Perform work under stress	2.2	–	1.6	2.5	1.5	–	3.0	2.0	2.0	–

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* Reproduction, page 22 of original document (Ekstrom, and others)

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U.S. Civil Service Commission. Giving credit where credit is due. EEO for State and Local Governments, N° 6, August 1974.

DOCUMENT 9

ACCREDITATION OF EXPERIENCE FOR EQUAL JOB OPPORTUNITY

TITLE	Making Experience Count in Sex Equity Programs
AUTHOR	Ekstrom, Ruth B.
	(ED 206 875, CE 029 992)

The main objective of this research is to help certain key individuals, such as employers or coordinators of sex equity programs, identify skills and competencies acquired by women outside the classroom.

9.1 Overview

This research shows the possibility of transferring skills acquired by experience into skills required for a paid job. Once again, "life experience" or "learning experience" means experience learned outside traditional education.

The author identifies barriers encountered in recognizing women's non-paid experience. These obstacles are mentioned in Chapter I of this report. She also refers to an acknowledgement by the U.S. Civil Service Commission (1974) concerning negative judgments toward the value of non-paid work.

Ekstrom lists the following advantages of using life experience as a criterion for employment. This information should be useful for employers, and also for the coordinators of programs whose objective is to create equal opportunities.

ADVANTAGES When considering life experience, employers will be able to enlarge the number of candidates for a job, especially in non-traditional occupations.

The process outlined in the guide should improve the selection of employees. Therefore, less time and money will be spent on training new and inexperienced employees.

Research has clearly shown that adult women are "reliable, stable workers"; in the try-out process rated by employers about competencies, it appeared that after six months, women were rated "above average" and "received the highest ratings for their ability to take responsibility and compile information".

9.2 Reviewing women's life experience

This review of learning experience is necessary in programs of equal opportunities. Ekstrom provided a list of the main tasks performed at home from Abt and Lewis (1978).

- Managing money
- Caring for and improving self
- Caring for family members
- Meeting nutritional needs
- Providing for family health and safety

- Providing for housing
- Managing time
- Providing and caring for clothing and textile products
- Cleaning and maintaining the home
- Planning for social events and entertaining
- Providing and maintaining yard and garden
- Caring for pets

Another study conducted by Arvey and Begalla (1975) related paid jobs to homemaking. From a profile of 1000 occupations, they drew a list of jobs which have much in common with homemaking, among others:

- patrolman
- home economist
- airport maintenance chief
- kitchen helper
- fire fighter
- trouble shooter
- instrument maker/helper
- electrician/foreman, etc.

The coordinators of programs for equal job opportunities, counselors and employers can take advantage of the EDS (Experience Description Summary) which appears in the original document.

9.3 Determining the job-relevance of women's experiential learning

One of the first research works on the relation between homemaking and paid work is attributed to Nickse (1975) who identifies ten areas of competence. Northeastern University and Goucher College have developed materials and techniques to help make the link.

Job specific skills

This list is based on three types of skills described by Sidney Fine (1975) and included in the Dictionary of Occupational Titles.

FUNCTIONAL SKILLS	Based on aptitudes developed through education and experience. These skills involve dealing with people, with information (data), and with things. They can be transferred from one activity to another, such as from homemaking to a paid job.
WORK CONTENT OR TECHNICAL SKILLS	These are the specialized skills and knowledge needed in a particular job. They are learned through education, experience, or on the job. They may not transfer to other jobs, unless the jobs are very similar.
SELF MANAGEMENT SKILLS	These are related to personality. They are important in determining how well an individual can deal with different kinds of people, the amount of independence or responsibility a person wants in a job, and how an individual adapts to the work place.

From the experience of Project ACCESS it is possible to get the study of skills transferred to a good number of occupations.

9.4 Helping employers recognize women's life experiential learning

Here, Ekstrom outlines a process which employers can use to identify experiential skills which are relevant to employment. She recommends that coordinators sensibilize employers to the use of this process and to present workshops to members of local Chambers of Commerce, personnel administrators' associations, and other similar groups.

Steps in providing recognition for women's experiential learning

1. Identify the skills, knowledge, and abilities which are required in the occupation or job.

   The purpose of this step is to help employers (or their personnel administrators) determine the nature of what is done in an occupation. This information is often already available in job descriptions or job analysis.

2. Rank the skills, knowledge, and abilities identified in Step 1. This ranking should be done by workers or supervisors in the occupation or job.

   The purpose of this step is to have the people who know most about the job decide on the relative importance of the skills, knowledge, and abilities used in it. Some skills will be "minimal competencies" necessary for all workers; others may be less important.

3. Determine which skills, knowledge, and abilities will be considered as sufficient evidence that the job applicant has mastered the requirements of the job.

   The purpose of this step is to help employers determine the standards and content for the assessment process.

4. Select the assessment procedures(s) for each job. Determine who will make the assessment. Assessment of life experience learning can involve standardized tests, employer-made tests, demonstrations, simulations, interviews, portfolios, and other techniques.

   The purpose of this step is to help employers in determining how the process of assessment will take place.

5. Recruit adult women who are interested in obtaining employment.

   The purpose of this step is to assist employers in developing and implementing an outreach plan to attract adult women who, through their life experience learning, may have acquired the skills, knowledge, and abilities necessary for successful performance in selected jobs.

6. Screen and assess the women, using the Experience Description Summary and other assessment processes. Information from the screening can be used in two ways:

a) to counsel women about the kind of employment they might enter, and
b) to identify women who appear to have sufficient life experience learning to be assessed for hiring for a particular job.

The purpose of this step is to provide a quick and low-cost preliminary estimate of how women's skills and experiences relate to available jobs.

7. Place women in the selected jobs. The type of placement will be determined by the area in which the experiential learning took place. The level of the placement will be determined by the extent of this experience and the skills and knowledge acquired.

The purpose of this step is to provide, after assessment, appropriate job placement for those women who have the necessary skills, knowledge, and abilities as a result of their life experience learning.

8. Monitor the performance of the women. Information about the women's continuance and success in the occupation can be used to further improve the screening process.

The purpose of this step is to help employers collect evidence that will show how well adult women do in selected occupations. This evidence can be used to improve the recruitment and selection process. It can also be used in evaluations to demonstrate the cost-effectiveness of this process. This information can also be used to design job training or vocational education programs which deal with the knowledge gaps common when adult women return to paid employment.

9.5 Helping employers conduct job analysis

The preceding steps provide coordinators of equal opportunity programs with an opportunity to review, with employers and personnel directors, job descriptions and hiring criteria.

The Primoff (1975) technique used in this research is a job analysis and is different from task analysis. This technique puts emphasis on Knowledge and Skills needed to fulfill the requirements of a job instead of the tasks to be achieved by the worker.

First step

IDENTIFYING THE JOB SKILLS

The entry level workers and their supervisors identify relevant skills for a specific occupation.

Second step

RATING THE JOB SKILLS

The entry level workers and their supervisors receive a list of skills identified at the first step. They also get a classification sheet.

Tasks:
- to judge of the importance to select carefully new workers
- to judge if skills must be learned before the beginning of job or on the job.

Scale: Importance

3 = necessary for all workers; a mininal competency
2 = desirable for new workers
1 = limited relevance; may be used by a few, but not all, workers in this job or may become necessary only if the worker is promoted or advanced.
0 = not relevant for this job

Scale: Learning

1 = must be known before beginning work
0 = can be learned on the job

Third step

DECIDING ON HIRING REQUIREMENTS

Once the average rating for each skill has been determined, the employer or personnel director decides on hiring criteria. The author suggests to coordinators of sex equity programs to commit themselves to the decision-making process and underlines that skills from 2.0 and up should be taken into consideration.

9.6 Helping employers conduct assessments of sex fairness

This chapter discusses the method of selecting and assessing the skills that women can bring to a paid job.

9.6.1 Selecting assessment methods

Among the different assessment methods, the following remain the most effective:

- paper and pencil tests
- performance tests
- demonstrations
- work simulations

Ekstrom warns employers when they are considering paper and pencil tests. Even if theses tests are frequently used by employers they often penalize women and present three types of problems (Tittle, 1978):

a) Overt sex bias

This occurs when unequal numbers of men and women are depicted in the test, or when men and women are portrayed only in sex-stereotyped roles (e.g. men are always supervisors, women are always secretaries).

b) Sex differences in performance and their interpretation

If individuals have not had identical opportunities to learn, in the past, aptitude test scores will not accurately predict their capacity for future learning. This is especially true for women taking mechanical aptitude tests. Separate sex norms for tests sometimes help with this problem. Keeping good records of how well test scores predict job performance, and dropping tests that do not predict well, is another way of handling this.

c) Adverse impact of selection tests

When an employment test or other assessment method results in very different selection rates (proportions of applicants chosen) for men and women, it is considered that an adverse impact has occured. When this happens, the assessment procedure must be examined for sex bias in order to justify its continued use. This examination included providing evidence of the validity of the test.

VALIDITY CRITERIA

- Content validity: showing that a selection procedure is a representative sample of the tasks to be done on the job
- Construct validity: showing that a selection procedure measures the degree to which applicants have characteristics determined to be important for job success.

To recognize the experience of a woman who applies for a job, written tests including paper-and-pencil are not always the most equitable way to assess experience. Often, performance tests, demonstrations and simulations are more appropriate, because they allow the student to give evidence of her abilities. These tests can be built up by employers and personnel directors.

Time and money involved in assessing new employees' skills can be quite important, it is, therefore, suggested that employers read the Experience Description Summary (EDS).

The evaluation of the candidate will produce a classification of her skills according to the scale mentioned above. This scale indicates whether or not she can be hired for the job under consideration.

Another way to assess prior learning of women who apply for a job, is for the employer to use the National Guide to Credit Recommendation for Noncollegiate Courses (American Council on Education, 1979). While this guide provides a method of assessing learning acquired through courses followed in business and industries or in volunteer associations, the College Level Examination Programs (CLEP) is helpful when measuring learning with standardized tests. Employers may also request help from community colleges recognizing experiential learning and create a cooperative in conjunction with them, in order to minimize costs and avoid duplication of resources.

9.7 Helping employers recruit adult women workers

Women who are likely to be looking for a paid job can be found in:

- Centers for displaced homemakers
- Counseling programs for women who return to work
- National Directories of Women's Employment Programs
- College women's centers and vocational education institutions

Eliason (1977) mentioned that programs and services offered to women in colleges and technical schools include:

- Counseling and testing
- Learning skills
  - tutorial assistance
  - catch-up programs
- Alternative study and credit for life experience
- Nontraditional program training
- Short term skills training
- Placement programs for cooperative work-study
- Special programs for women
  - women's studies
  - re-entry programs
- Student and community services
  - community outreach
  - noncredit courses
  - child care services

Other information relevant to women's experiential learning is presented in Document 6 of this report, entitled "Accreditation of Experience Applied to Vocational Education".

9.8 Monitoring and evaluating experientially based employment programs

After hiring women whose experiences have been assessed on the basis of their prior learning, the author suggests that employers and coordinators of sex equity programs supervise and rate new employees' performance.

Here are two reasons which support this recommendation:

1. to correct problems coming from these programs
2. to determine whether people hired on the basis of their experiential learning can work as well as those hired on the basis of traditional criteria.

Then, the employer will be able to evaluate the performance of the employee by getting two types of information:

1. performance for the specific task;
2. performance for the specific skills required

In conclusion, the coordinators of programs for sex equity can help employers assess, and improve hiring programs based on learning experience. They may also share with employers and potential employees information which benefits both parties.

N.B.: The tools previously introduced in Document 6 (ED 206 376), "Accreditation of experience applied to vocational education", may for the most part be used in this document.

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DOCUMENT 10

COUNSELING ("PROJECT ACCESS")

TITLE	Counseling Implications of Re-entry Women's Life Experience
AUTHOR	Ekstrom, Ruth B.; And Others
	(ED 209 600, CG 015 556)

This model is part of "PROJECT ACCESS", funded by the Bureau of Occupational and Adult Education of the U.S. Office of Education which develops and tests a system for the recognition of women's experiential learning.

Method

A questionnaire was constructed from interviews done among women. It covers the frequency and extent of activities such as: homemaking, parenting, volunteer work and community service, formal and non formal education and, paid work.

In addition, there is a section on the characteristics of the respondents and on women's self-rating of their abilities with regard to twenty-eight competencies, including some listed in the Dictionary of Occupational Titles (U.S. Department of Labor, 1977).

The percentages indicated below represent the number of women who answered each question.

The authors mention that sixteen sets of nine questionnaires, a total of 144, were mailed to women's centers, displaced homemakers centers, counseling centers, and a volunteer bureau in seven states (California, Colorado, Illinois, Massachusetts, New Jersey, New York and Texas). A total of 131 usable replies were received, a response rate of 91%.

Characteristics of the respondents

AGE	
- range	20 to 65 years old and over
- age of majority	between 35 and 55
- averge age	40 years old
OCCUPATION	98% of respondents were mostly homemakers. The distribution of time spent at home was as follows:
	9% between 1 to 5 years
	23% 6 to 10 years
	17% 11 to 15 years
	22% 16 to 20 years
	22% 21 to 30 years
	6% 31 years and more
EDUCATION	96% completed high school
	32% did not pursue further studies
	24% completed some collegial studies
	4% hold a technical or associate degree
	28% have a bachelor's degree
	8% have pursued or attained a graduate degree

FINDINGS

Homemaking experience

Women have an average of 16 years of homemaking experience. However, selecting and purchasing of food is a task which is often performed by all women; all respondents have to a certain extent performed the traditional tasks of cooking/baking, maintained and cared for clothing, looked after the family's health and safety, managed money and planned vacations, travel and recreation. Other tasks are also performed by the majority of women.

Among non-traditional activities, the author points out that:
73% have supervised automobile maintenance
40% have done automobile repair
86% put up wall paper, painted or installed tiles
84% have finished or refinished furniture
49% have done carpentry or construction
49% have made electrical repairs
46% have done plumbing repairs

Parental experience

The majority of women have, at some point in their lives, done all the parenting activities. The most current activities were supervision of a child, and giving advice to a child.

Volunteer work and community service

The sample group had extensive experience in these areas. Nevertheless, in order of importance, these activities come after homemaking.

Recreation and hobbies

These activities, including sports, were performed frequently or occasionally.

Educational activities

Several women were involved in formal and nonformal educational activities

Paid work

A total of 98% of women have held a paying job at some point.

Competency self-evaluation

> According to the Dictionary of Occupational Titles, a large percentage of women reported that they could "very well" take responsibilities.

The authors mention that the results are at the same time "encouraging and discouraging". Their main hypothesis is confirmed: "Adult women have a wide variety of learning experience through which they acquire skills and knowledge that are job-relevant."

They found that "the skills identification activity was a positive experience for the women who took part in this survey. Many of the women in our sample had given little thought to the diversity of skills they had acquired and this procedure, like others used in counseling, appears to have had a beneficial effect by improving the self-concept of the participant".

The authors add that women do encounter barriers because of society's expectations, i.e. homemaking tasks must remain the first priority.

Counselors should then take into consideration that women have developed interpersonal and verbal skills instead of physical, mechanical and mathematical skills.

From then on, the most frequent skills women have are related to traditional stereotype jobs, clerical and secretarial jobs. Counselors should attempt to discover the abilities the women have acquired and try to transfer these skills into non-traditional occupations.

It would also be a good idea if counselors could help women to see the possible link between their traditional skills and the previously identified non-traditional ones, once these women have acquired technical and professional abilities.

Counselors should help women make the difficult transition from homemaking to paid jobs, i.e. from demanding but flexible work including a high level of responsibility, planning and action, to entry level jobs, with pre-determined schedules and tasks, minimal responsibilities and close supervision. In addition to this transition, women usually get low-paying jobs and are, most of the time, living a personal crisis especially when they become the sole breadwinner.

The authors warn counselors that they will have to modify their bias regarding age and sex, regardless of their association with the education or the business world.

REFERENCES

U.S. Department of Labor. *Dictionary of Occupational Titles* (4th ed.), Washington, DC: Superintendant of Documents, U.S. Government Printing Office, 1977.

DOCUMENT 11

COUNSELOR'S GUIDE

TITLE	Project HAVE Skills - A program to Help Women Find Jobs Using Their Homemaking and Volunteer Work Skills - Counselor's Guide
AUTHOR	Ekstrom, Ruth B.
	(ED 216 267)

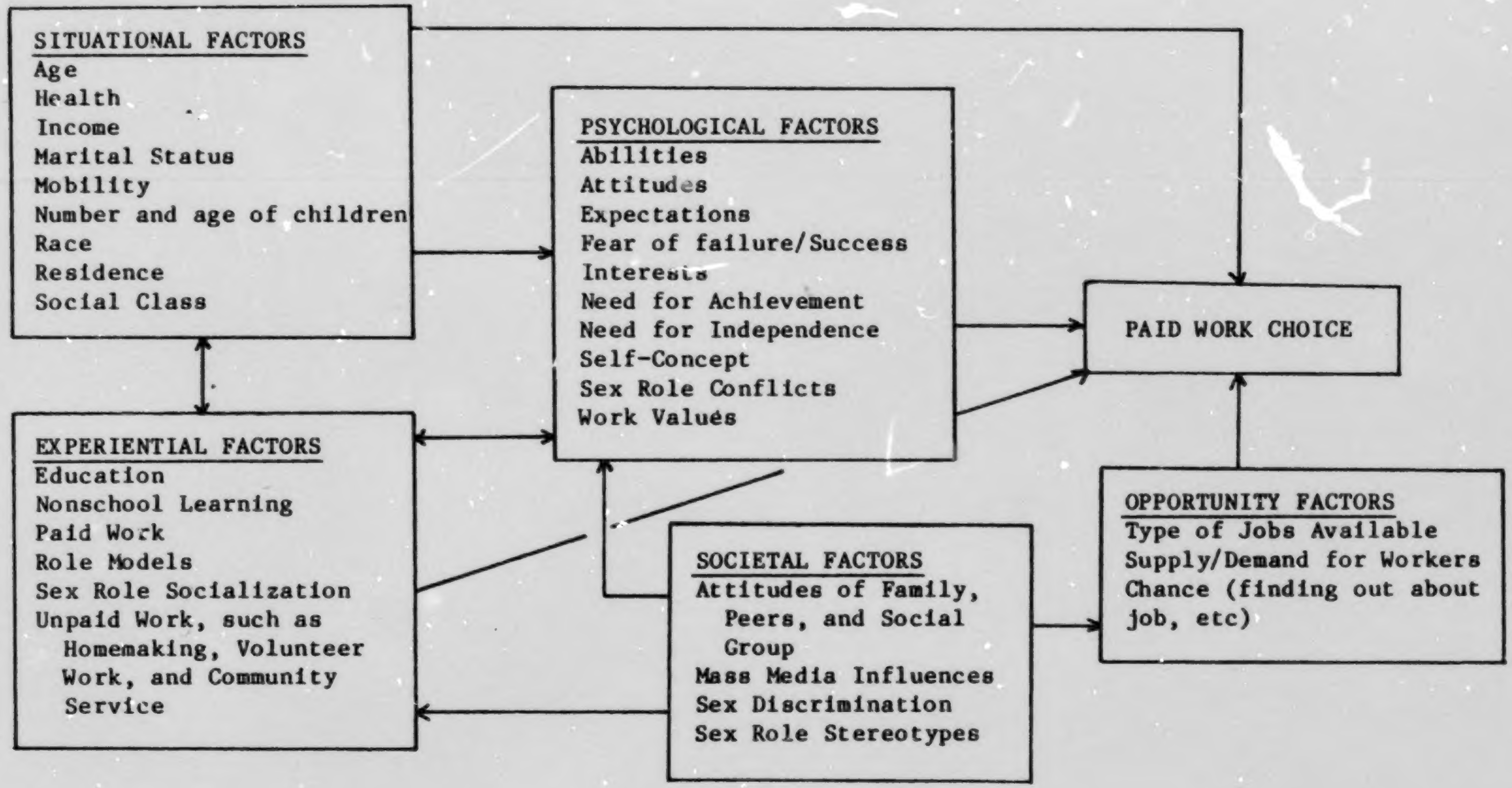
This guide is intended for counselors who work especially with women to help them identify homemaking and volunteer skills in regard to jobs. Ekstrom mentions that the guide does not cover all the aspects of career counseling for a woman who wants to enter or reenter the labor market.

The author presents a model of factors related to job selection and specifies that the five factors presented are all essential in helping women make the correct choice when choosing a job. Their model is presented on the next page.

The following is a description of twelve counseling sessions which allow women to attain the career that suits them best:

TABLE 11-A

MODEL OF THE FACTORS INVOLVED IN ADULT WOMEN'S PAID WORK CHOICES *


SITUATIONAL FACTORS
Age
Health
Income
Marital Status
Mobility
Number and age of children
Race
Residence
Social Class
PSYCHOLOGICAL FACTORS
Abilities
Attitudes
Expectations
Fear of failure/Success
Interests
Need for Achievement
Need for Independence
Self-Concept
Sex Role Conflicts
Work Values
PAID WORK CHOICE
EXPERIENTIAL FACTORS
Education
Nonschool Learning
Paid Work
Role Models
Sex Role Socialization
Unpaid Work, such as Homemaking, Volunteer Work, and Community Service
SOCIETAL FACTORS
Attitudes of Family, Peers, and Social Group
Mass Media Influences
Sex Discrimination
Sex Role Stereotypes
OPPORTUNITY FACTORS
Type of Jobs Available
Supply/Demand for Workers
Chance (finding out about job, etc)

* Reproduction, page 3 of original document (Ekstrom)

THE HAVE SKILLS COUNSELING PROGRAM

1. How can I get a job when all I've done is homemaking and volunteer work?
2. Reviewing my experiences.
3. Grouping related experiences.
4. Things I can do.
5. Finding groups of occupations that use my skills.
6. Selecting occupations to explore.
7. What are my job needs and values?
8. Exploring occupations.
9. How do I find a job?
10. Résumé writing and job search planning.
11. Interviewing.
12. Wrap-up and evaluation.

Counselors who work closely with homemakers and volunteers who seek a job must help these women to develop skills which could also create jobs. They must establish a link with business. Ekstrom suggests offering ongoing services such as the creation of a "Job Club". This club could offer its members, especially women, an opportunity to build up a data bank related to the labor market, to share experiences resulting from job search, to establish and maintain a service of moral and material support in the sense that all information gathered could be of benefit to the group.

Ekstrom foresees that members could, during their meetings, develop skills such as:

- actively listening
- including all group members
- encouraging recognition of feelings
- responding to group process

This guide, which is intended for counselors, is divided into many sections, most of which are accompanied by exercises. The author presents job description material and a demonstration of volunteer experience.

A synthesis of the author's material and demonstration is presented hereafter.

EXAMPLE 11-A

JOB DESCRIPTION FORM *

Title of Position: ______________________ Date: __________

Department/ Location: ______________________________

Reports to (title and name): __________________________

General Nature, Scope, and Purpose of the Position: __________

____

____

Duties and Responsibilities (List in order of importance): ________

____

____

Supervisory Responsibilities (how many, job titles, type of supervision given): ______________________________________

____

____

---

* Reproduction and adaptation, p.10 of original document (Ekstrom)

EXAMPLE 11-B

VOLUNTEER WORK EXPERIENCE REFERENCE FORM *

Agency/Organization Served ____________________
Name: ____________________
Address: ____________________
Tel.: ____________________

Volunteer: ____________________
Name: ____________________
Address: ____________________
Tel.: ____________________

Volunteer Job Title: ____________________

Description of skills, knowledge and abilities to perform duties and responsibilities of the job (include equipment and tools used): ____
____
____
____

Number and type of workers supervised: ____________________

Dates of service in the volunteer job: From ______ To ______

Length of service in this volunteer job: __________ Years
__________ Months
__________ Weeks

Actual hours served in this job: ______ per day ______ per week
______ per month ______ total hours

Signature of Volunteer Worker: ____________________

Signature of Volunteer Services Supervisor: ____________________
Name: ____________________
Address: ____________________
Tel.: ____________________ Date: __________

(Note To Volunteer: This certification is your record of your volunteer experience. It should be retained, as you might wish verification for a future job reference.)

* Reproduction, p.11 of original document (Ekstrom)

Session 1

HOW CAN I GET A JOB WHEN ALL I'VE DONE IS HOMEMAKING AND VOLUNTEER WORK?

Objective: The participants will become aware of the common concerns of other women returning to work; the participants will be more aware of how beliefs about women's roles may affect their job choices.

Instructional Techniques:
Lecture, Group Discussion.

Activities:

1. Introduction to Project HAVE documentation and objectives.
2. Discussion about hopes and fears of going back to school.

Homework: Use Project HAVE Skills women's workbook and complete Exercise 1.

Session 2

REVIEWING MY EXPERIENCES

Objective: To help women recognize that they have had a wide variety of experiences; to help women recognize that homemaking, community service, volunteer work and similar activities have been valuable learning experiences.

Instructional techniques:
Group discussion. Complete Exercise 1 at home.

Activities:

1. The participant draws a list of her experiences acquired through homemaking, volunteer work, community service, and other unpaid work.
2. Review of experience. The participant shares this list with one person from the group.
3. Analysis of experience for scope and type.

Homework: Complete Exercise 1.

Session 3

GROUPING RELATED EXPERIENCES

Objective: To help women understand that their experiences have involved similar functional skills; to enable women to identify experiences in which they used related skills.

At the end of this session, the participant should be able to group her experiences into related activities and to describe her experiences in terms of functional skills.

Instructional Techniques:
Group Discussion. Complete exercise 2 at home.

Activities:

1. Reviewing life experiences
   a) to remind participants of experiences from Session 2;
   b) one or two volunteers read their own experiences from Exercise 1; the group makes additions and completes the lists.

2. Grouping related experiences to help women group their experiences into related activities which involve learning or using similar skills and to describe experiences in terms of functional skills.

N.B. Make sure that women describe the nature of the work done rather than the volunteer association they have worked for.

Definitions of work content skills by Sydney Fine:

1. Functional skills, rooted in aptitudes and refined by education or experience, which can be transferred from one kind of work to another.

2. Specific-content skills, related to a particular job and learned through education or job experience.

3. Self-management skills, rooted in temperament, which determine individuals' adaptability to the work environment and wich affect their job values.

Session 4

THINGS I CAN DO

Objective: To help women identify the skills they have learned from homemaking, volunteer work, community service, and other life experiences.

Instructional Techniques:
Group Discussion. Complete exercise 3 at home.

Activities:

1. Introduction to the Project HAVE Skills "I Can" lists. Participant must have her workbook.
2. Identifying relevant "I Can" lists.
3. Developing an "I Can" list.

Homework: Complete Exercise 3.

EXAMPLE Relating functional skills to the "I Can" list.

FUNCTIONAL SKILLS	"I CAN" LIST
Administering	Administrator/manager
Advising	Community resources specialist; counselor; human resources manager
Advocating	Advocate/Change agent; civil/legal rights specialist
Animal care	Animal care specialist
Arts and crafts	Artist/craftsperson
Building	Home maintenance technician
Buying	Consumer economics specialist; sales worker
Child care	Child care specialist
Communicating	Community resources specialist; museum assistant; public relations /communications; teacher/trainer; transportation specialist
Compiling	Library assistant; problem analyst/ researcher
Etc.	

Session 5

FINDING GROUPS OF OCCUPATIONS THAT USE MY SKILLS

Objective: To show the participants that occupations can be organized into groups which involve similar skills; to teach the participants how to identify work groups using their homemaking and volunteer experience skills.

At the end of this session participants should be able to use the Work Group Chart and/or Table to identify groups and subgroups of jobs which use their skills.

Instructional techniques:
Lecture and demonstration. The counselor explains how to use the Work Group Chart and Table.

Activities:

1. Review of the "I Can" list in order to record and tally the titles of the "I Can" lists used by the participants.
2. Introduction of the Work Group to familiarize the participants with the concept of work groups; to introduce the Guide for Occupational Exploration.
3. Use of the HAVE Skills Work Group Chart to teach the participants how to use the charts to find work groups that use their skills.
4. Use of the Work Group Table to teach the participants how to identify the subgroups and specific occupations indicated on the Tables.

Homework: Complete Exercise 4.

Session 6

SELECTING OCCUPATIONS TO EXPLORE

Objective: To have the participants identify occupations which may utilize their homemaking and volunteer work skills.

At the end of this session, the participants should have a list of occupations which are related to their skills.

Instructional material:
Lecture and workshop.

Activities:

1. Review of the Work Groups Lists (#4) to record and tally the names of the work groups identified by the participants.

2. Use of the Guide for Occupational Exploration to teach the participants how to use their resource to identify occupations in each work group.

3. Use of the Job Exploration Table to teach participants how to identify representative occupations in each work group.

4. Introduction of the Occupational Outlook Handbook, to teach participants how to find additional information about jobs related to the work groups.

5. Introduction of the Dictionary of Occupational Titles to teach the participants how to use their resources to locate job descriptions.

6. Workshops to allow the participants to practice, in small groups, their skills in using the Job Exploration Table, the Occupational Outlook Handbook and the Dictionary of Occupational Titles.

Homework: Complete Exercise 5.

Session 7

WHAT ARE MY JOB NEEDS AND VALUES?

Objective: To make the participants aware that more than skills and ability affect their job choices. To have the participants understand that an individual's needs and values must be taken into serious consideration in job planning.

At the end of this session each woman should be aware of her own needs as she prepares for the job search. These would include: financial, family, transportation, educational and personal needs, among others. Each woman should be able to picture her own needs in relation to the jobs she explores.

Instructional techniques:
Lecture and small group discussion.

Activities:

1. Exploring job needs and values to develop a list of job needs and values for group discussion.

2. Determining salary needs to help each woman determine her salary requirements.

Homework: Complete Exercise 6.

Session 8

EXPLORING OCCUPATIONS

N.B.: This inventory may last more than one session.

Objective: To gather further information concerning the occupations which are possibilities for the participants.

At the end of this session the women should have an understanding of where and how to look for information about any occupation. They should also have the ability to evaluate this information concerning occupations in relation to their needs and values.

Instructional techniques:
Lecture and demonstration.

Activities:

1. Use of the Occupational Outlook Handbook which provides explanations on:

    - nature of the work
    - workshop conditions
    - place of employment
    - training, other qualifications and advancement
    - employment outlook
    - earnings
    - related occupations
    - sources of additional information

2. Other sources of occupational information to supplement sources of occupational information previously introduced.

Homework: Complete Exercise 7.

Session 9

HOW DO I FIND A JOB?

Objective: To introduce participants to sources of information about local jobs.

At the end of this session participants should be aware of institutions, agencies and other sources from which to gather information and know how to develop job contacts. Each woman should be able to develop her own job search plan.

Instructional techniques:
Lecture and discussion. Role play of information interview.

Activities:

1. Sources of job information which can be used to familiarize the participants with local sources of job availability information.
2. Collection of information about job openings to help the participants organize a set of activities to collect job information.
3. Information interviews to teach women how to obtain information about the nature of a job and to explore the "hidden job market".
4. Exploring "Make-your-own-job". Possibilities for having the participants consider creating their own jobs rather than seeking jobs designed by others.

Additional optional activity:

5. Exploring job training and educational opportunities.

Homework: Complete Exercise 8.

Session 10

RÉSUMÉ WRITING AND JOB SEARCH PLANNING

Objective: To teach women to express their skills in the form of a résumé; to help the women prepare a record of their job search.

Instructional techniques:
Lecture, discussion, and workshops.

Activities:

1. Basic rules of résumé writing to teach the various forms of résumé styles:
   a) chronological
   b) functional

   Typical résumé content:
   a) objective
   b) skills
   c) experience
   d) additional facts (e.g. education)

2. Résumé preparation hints (to be discussed with participants)

3. Sample résumé.

4. Writing a résumé.

5. Covering letter.

6. Developing a job search plan.

Homework: To complete résumé and to begin keeping a record of job search using Worksheet #9.

Session 11

INTERVIEWING

Objective: To prepare the participant for job interviews.

Instructional techniques:
Lecture, discussion, and role playing.

Activities:

1. Review of résumé.
2. Review of job search plans.
3. Interview.
4. Handling difficult questions.
5. Your legal rights.
6. Role play of interview.
7. Job application and tests (optional).

Homework: To continue Job Search Plan (Work Sheet #9).

Session 12

WRAP-UP AND EVALUATION

Objective: To conclude and evaluate the program.

Instructional techniques
Lecture, discussion, and completion of evaluation survey.

Activities:

1. Review of Job Search Plan to determine the status of the participants' job search.
2. Ongoing activities (optional). E.g. telephone calls, "Job Search Club", etc, to provide ongoing support.
3. Evaluation to obtain information about sessions for review and improvement.

This document introduces in Appendix A a survey for the Project HAVE Skills and a set of nine exercises to be done at home by the participants. Each one of those exercises, reproduced in part or in full, relates to a session presented previously and this appendix ends with a program evaluation.

EXAMPLE 11-C

PROJECT HAVE SKILLS SURVEY *

NAME: ______________________________

1. What kind of job(s) do you expect that you will take or try to find?

____

____

____

2. What kind of job would you like to have, if you could have your "dream job"?

____

____

3. Which of these best describes how you feel about your chances of finding a job? (Check one)

- I have lots of skills and experience; it should be easy for me to find a job.
- I have a few skills and little experience; I may have some problems finding a job.
- I have no skills or experience; I probably will have trouble finding a job.

Why do you feel this way? ______________________________

____

____

4. Check whether you agree or disagree with each of the following statements:

	AGREE	DISAGREE
a) Women should stick to "Women's Jobs" such as teaching, nursing and secretarial work and not compete with men.	______	______
b) Most jobs can be done as well by a woman as by a man.	______	______
c) It is ridiculous for a woman to run a locomotive and for a man to darn socks.	______	______
d) Things would be better if more women stayed home and tried to do a better job with their families.	______	______
e) A woman's place is in the home, not the office or shop.	______	______
f) Having a challenging job or career is as important for women as being a wife or mother.	______	______
g) It is difficult for a woman to have a career and still keep her femininity.	______	______
h) Men have more respect for women who have careers.	______	______
i) Most women work in order to provide the basic needs for themselves and their families.	______	______
j) Since most girls grow up to be housewives, it is not important for them to plan for a career.	______	______

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* Partial reproduction, p. 79-80 of original document (Ekstrom)

EXAMPLE 11-D

WORK SHEET N° 1 MY HOMEMAKING, COMMUNITY SERVICE, VOLUNTEER WORK AND OTHER LEARNING EXPERIENCES

This Year :

Last Year :

Year before that:

Before that:

Before that:

EXAMPLE 11-E

WORK SHEET N° 2 GROUPS OF RELATED EXPERIENCES

Experiences

EXAMPLE 11-F

WORK SHEET N° 3 THINGS "I CAN" DO

As a ______________________________, I can: ______

____

____

____

EXAMPLE 11-G

WORK SHEET N° 4 WORK GROUPS AND SUBGROUPS TO INVESTIGATE

Groups/Subgroups	Number	Count/Tally

EXAMPLE 11-H

WORK SHEET N° 5 JOBS TO EXPLORE

Work Group/subgroup	JOBS

SALARY NEEDS ESTIMATOR

1. My current financial responsibilities: ______________________________

2. What work will cost: ______________________________

(N.B. The author assesses the needs in terms of 1 + 2, plus 20%)

EXAMPLE 11-I

WORK SHEET N° 6 MY JOB NEEDS AND VALUES

	Must have	Like	Don't care	Dislike	Can't have
Salary (give details)					
Marginal Benefits (give details)					
Work Location					
Hours					
Education/training					
Other factors					

EXAMPLE 11-J

WORK SHEET N° 7 JOB INFORMATION

Job Title: ______________________________

1. Nature of Work:
   What kind of work is involved? ______________________________
   ____

2. Working Conditions:
   a) Where is this work usually done? ______________________________
   ____

   b) Does this job involve working conditions that might present physical or health problems for me? ______________________________
   ____

   c) Does this job often require working overtime, evenings, or weekends? ______________________________
   ____

   d) Does this job often require periods of travel away from home?
   ____
   ____

3. Places of employment
   a) Are these jobs near where I now live, or would I have to commute a long distance or move to a new area? ______________________________
   ____
   ____

b) Does this job usually require regular, full-time work, or can it be done on a part-time, flextime, or job sharing basis?

4. Training, Other Qualifications, and Advancement

a) What kind of education or training is required to enter this job?

b) Where could I get this education or training, how long would it take, and how much would it cost?

c) Does this job require a certificate or license? If so, how do I get it?

d) What are the opportunities for advancement in this job, and how could I prepare for advancement?

5. Employment Outlook

What is the employment outlook for this job?

6. Earnings

a) What are the typical starting salaries in this job?

____

____

b) Does this job usually pay a set hourly or weekly salary, or does it pay on the basis of the amount produced or sold?

____

____

7. Does this job satisfy my needs and values? Yes ____ No ____

Can't tell ____

8. What are the names of some companies or places in this area where I might find or do this kind of work?

____

____

9. Additional information

a) What other things do I need to find out about this job?

____

____

b) Where can I find this information?

____

____

EXAMPLE 11-K

WORK SHEET N° 8 JOB FINDING SOURCES

1. Women's Center

Name: ______________________________

Address: ______________________________

Tel: ____________ Date and time of appointment: ____________

N.B. Repeat this information for all the following:

2. Displaced Homemaker Center

3. State Employment Office

4. School or College Placement Office

5. Career Information Service

6. Union, Apprenticeship Program or Professional Organization

7. Newspaper Job Ads (Clip and Attach)

8. Suggestions from Friends and Relatives

9. Information Interviews

10. Make-your-own Job
What kind of job could I create for myself?

____

____

____

EXAMPLE 11-L

WORK SHEET N° 9 JOB SEARCH PLANS

1. Jobs that seemed best for me: (List in order of preference)

____

____

____

2. Date résumé prepared: ______________________________

3. Job Interviews arranged:

a) Employer: ______________________________

Address: ______________________________

Tel.: ____________ Date and time of Interview: ____________

N.B. Repeat this information for each job interview.

4. Job offer(s):

a) Employer: ______________________________

Plusses: ______________________________

____

Possible job Problems: ______________________________

____

N.B. Repeat this information for each job offer received.

5. Job Decision:

Date began work: ______________________________

6. Future plans for job advancement: ______________________________

____

____

PROGRAM EVALUATION

At the end of the program an evaluation is prepared on the following:

1. Each session is evaluated according to the help received.
2. Each session is evaluated according to help provided.
3. Additions or modifications are suggested for future programs.
4. The value of help provided by the guide is determined.
5. The chances of getting a job in relation to skills and experiences are listed.
6. The kinds of jobs women hope to seek or try to find.
7. Pros and cons in relation to a list of predetermined stereotypes are mentioned.
8. A list of traditional and non-traditional jobs is provided.

N.B.: A selected bibliography of Career Counseling Materials for use with adult women is offered on pages 73, 74 and 75 of the original document.

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Directory of Displaced Homemakers Programs, Displaced Homemakers Network, 755 8th Street, NW. Washington DC 20001.

Guide for Occupational Exploration

How Women Find Jobs: A Guide for Workshop Leaders, Education Development Center, 55 Chapel Street, Newton, Massachusetts, 02160. Tel.: 800/225-3088

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DOCUMENT 12

EMPLOYER'S GUIDE

TITLE Project HAVE Skills - A Program for Matching Women and Jobs - Employer's Guide

AUTHOR Ekstrom, Ruth B.

(ED 216 266)

This document is one of the three studies included in PROJECT HAVE Skills. It is intended for employers who, according to Ekstrom, wish more and more to recruit a "mature, reliable and experienced clientele". These women, because of extensive experience acquired through homemaking and several different occupations, can supply a good proportion of the workers required by the labor market.

According to the author, it should not be more difficult to relate to jobs the skills women have acquired through volunteer work and other experiences, than it is for workers in general. However, Ekstrom admits that in some circumstances it is necessary to do analyses or separate studies to prove the validity of their experiences.

Personnel directors who administer competency tests are warned by the author against biases that can exist in the test content. Ekstrom has classified these biases in content into five categories. These biases could very well penalize women who wish to return to the work force:

NUMERICAL BIAS	When there is only a small number of women in the job selection list context (covert message: this occupation is not open to all).
ROLE BIAS	When numbers of a group are shown only in a limited number of activities (subtle message: these are the most appropriate jobs for women).
STATUS BIAS	When a woman cannot play a leadership role because her status is one of subordinate.
STEREOTYPE BIAS	When members of a group have limited aptitudes, interests or characteristics. Some tests can make a woman believe that she should not behave assertively.
FAMILIARITY BIAS	When individuals of one group have had an opportunity to live situations similar to those depicted in the tests (women in these situations, even with skills equal to those of other individuals, would be "screened out" only due to the fact that the test content is new to them).

There are other problems related to hiring policies. These include a lack of job descriptions, a lack of work assessment and references, and the inability of some women to supply the evidence of their competence.

Ekstrom suggests that personnel directors maintain close relationships with leaders of local volunteer associations, and allow these associations to participate in formulating job requirements by building up assessment tools and job descriptions similar to current models. In addition, those in charge of volunteer associations should make a habit of recognizing the work performed by their members by providing references, when these people leave their associations or are transferred to another internal service.

When it is impossible for a volunteer association to supply its members with the necessary job references, Ekstrom suggests that each woman do her own description of her non-paid work, just as a paid worker would do a description of his paid work.

Research has shown that women, through volunteer work, have developed overall interpersonal and administrative skills to a high level; however, few technical skills have been developed. There is reason to believe that women, when given the opportunity to acquire technical skills, can, after a short period of time, acceed to higher levels, take charge of groups and be placed in management training programs.

Here are some suggestions made by Ekstrom to employers concerning the hiring of women who had non-paid experience for part of their lives:

- DEALING WITH KNOWLEDGE GAPS

The problem of knowledge gaps can best be solved after assessment. The employer may wish to hire the individual with the understanding that she/he takes certain courses or training programs "to fill in the gaps". Written agreements about employee advancement after completion of such training may be useful. If there is a consistent pattern of gaps in experiential knowledge across a number of prospective employees, it may be useful to develop a training program to meet this need, or to confer with a local college about the desirability of providing such a program.

- CHANGING BELIEFS

As more companies hire re-entry women and other individuals who have acquired their skills through unpaid work, it will become increasingly important to maintain good records of the capabilities and accomplishments of these people. Only through careful analysis of such information can evidence be obtained to dispel the myths about unpaid work and to provide equal opportunity to those individuals who have the ability and motivation to be an important part of the labor force of the future.

- WHY HIRE RE-ENTRY WOMEN?

Many employers are interested in hiring adult women returning to the paid work force. Here are some reasons why employers are hiring mature workers:

a) On the average, the number of resignations among "over 45" workers is only half that of the "under 45" population.

b) Workers 45 and over are half as likely to change jobs as younger workers.

c) Workers hired after age 40 usually attain higher performance ratings in a shorter time than workers hired before age 30.

d) The number of workdays lost, for all reasons, goes down as age increases. Workers over age 50 lose fewer workdays than those under age 50.

e) Older workers tend to have a more positive attitude toward work than do younger workers.

In conclusion, Ekstrom points out to employers the fact that among other advantages, women who have volunteered have not only developed excellent managerial and interpersonal skills, but they have also learned to motivate others from "psychic" rewards more than from "monetary" rewards.

EXAMPLE 12-A

VOLUNTEER JOB DESCRIPTION FORM *

Title of Position: ______________________________ Date: ______
Department/Location: ______________________________________
Reports to (title and name): _______________________________

General nature, Scope, and Purpose of the Position:
____
____

Duties and responsibilities (list in order of importance):
____
____

Supervisory Responsibilities (how many, job titles, type of supervision given): ____
____

* Reproduction, p.8 of original document (Ekstrom)

EXAMPLE 12-B

VOLUNTEER WORK EXPERIENCE REFERENCE FORM *

Agency/Organization Served ______________________________
Name: ______________________________
Address: ______________________________
Tel.: ______________________________

Volunteer: ______________________________
Name: ______________________________
Address: ______________________________
Tel.: ______________________________

Volunteer Job Title: ______________________________

Description of skills, knowledge and abilities to perform duties and responsibilities of the job (include equipment and tools used): _____
____
____
____

Number and type of workers supervised: ______________________________

Dates of service in the volunteer job: From ______ To ______

Length of service in this volunteer job: ____________ Years
____________ Months
____________ Weeks

Actual hours served in this job: ______ per day ______ per week
______ per month ______ total hours

Signature of Volunteer Worker: ______________________________

Signature of Volunteer Services Supervisor: ______________________________
Name: ______________________________
Address: ______________________________
Tel.: ______________________ Date: ____________

(Note To Volunteer: This certification is your record of your volunteer experience. It should be retained, as you might wish verification for a future job reference.)

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* Reproduction, p.11 of original document (Ekstrom)

Chapter 2 of the original document explains how the survey of skills evaluation has been done. The revision of the "I CAN" list made by Ekstrom, Harris and Lockheed (1977) is reproduced in the document How to Get College Credit for What You Have Learned as a Homemaker and Volunteer was used as a starting point. Later on, other lists of abilities were developed and they allowed for identification of 524 skills gathered in the following areas:

Administration and Management
Animal Care
Clerical
Communication
Community Resources and Services
Consumer Economics
Counseling and Interpersonal
Design and Aesthetics
Emergency and Crisis Intervention
Financial Management and Sales
Food Preparation and Nutrition
Fund Raising
Health and Child Care
Horticulture
Legal and Civil Rights
Mechanical and Physical
Problem Solving
Research
Teaching and Training

From these groups, two versions of a questionnaire have been developed and sent, one to women, the other to hiring specialists.

N.B.: The title of the group of occupations SHOULD NOT understand that a woman needs to have all the skills that can be acquired through volunteer work and community service.

Chapter 3 of the original document explains how to develop and use the HAVE Skills Guide presented later in this document.

Chapter 4 shows a development process for identifying skills of women returning to work. This process is intended for employers who would like to develop their own assessment tools for evaluating the experience of women who apply for a job. This process which includes job descriptions and their related skills (from the "I CAN" list) is similar to the method of Primoff (1975). It can help personnel directors assess adult experience learning.

SYNTHESIS OF SKILLS IDENTIFICATION PROCESS OF WOMEN WHO RETURN TO WORK

1. Select occupations to be covered.
2. Obtain job descriptions.
3. Use the HAVE Skills Chart and choose skills from "I CAN" list.
4. Create a rating form for each occupation.
5. Assemble a group of supervisors (or experienced workers) for a specific job. Ask them to complete Chart #4 according to two criteria:
    a) importance of the skill in relation to the occupation
    b) whether the skill must be known prior to employment or learned currently with employment.
6. Compute the average ratings for each KSAO/Skill.

7. Determine cutting scores for screening.

8. Develop an employment applicant screening form.

9. Screen potential employees from self-rating on the applicant screening form.

10. Administer any necessary tests to determine the validity of self-reported skills or have the applicant demonstrate selected job-skills.

11. Hire the individuals who meet the hiring criteria.

12. Monitor their job performance to determine the validity of the screening process.

EXAMPLE 12-C

HAVE SKILLS OCCUPATIONAL ANALYSIS GUIDE *

Occupational Title: ______________________________

		CATEGORY RATINGS	
	KSAO/Skill	(1) IMPORTANCE 3 = necessary 2 = desirable 1 = limited relevance 0 = not relevant	(2) LEARNING 1 = must be known before beginning work 0 = can be learned on the job
1.			
2.			
3.			
4.			
5.			
6.			
7.			
etc.			

* Reproduction, p.23 of original document (Ekstrom)

In Chapter 5, the author refers to Carol Truesdell's recommendations:

RECOMMENDATIONS TO EMPLOYERS ON THE VALIDITY OF GIVING CREDIT FOR VOLUNTEER EXPERIENCE *

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1. Remember that by recognizing the marketability of volunteer work, you are encouraging and supporting citizen participation which improves the quality of life in your community.

2. Don't overlook the significant learning and competence that can come from carefully designed volunteer experience.

3. Try to distinguish the volunteers who have focused their time and effort in a few significant areas in order to achieve results from those whose service is shallow and fragmented.

4. Learn to think functionally, instead of by title and position. Determine HOW a person did a job as well as WHAT he/she did.

5. Ask the same questions you would ask of a person with a paid work history:
    a) How many hours per week did you work?
    b) What were your responsibilities?
    c) What skills and knowledge did you use?
    d) How were you supervised?
    e) What training did you have?
    f) What did you accomplish?
    g) How were you evaluated?

6. Recognize that some of these questions may be difficult for volunteers to answer since most volunteer organizations are just beginning to recognize the need for documentation of volunteer experience and the need for performance appraisals against objective standards.

7. Recognize that volunteers are generally self-starters and usually highly motivated, dependable, and people-oriented - all important work characteristics.

8. Consider that it is usually more cost-effective to train a generalist in technical areas than it is to teach a technical expert how to relate to people.

9. Remember that volunteers know the community well, have many contacts and have a highly developed sense of public relations.

10. Realize that re-entry women, trading on their volunteer work, present your company with an additional untapped pool of management talent and an opportunity to achieve your EEOC objectives.

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* Reproduction, p. 25-26 of original document (Ekstrom)

The instruments to be used in assessing learning experience as it relates to a job are presented in the original document.

The survey of the skills acquired is found from pages 35 to 50 inclusively. The skills charts can be found in the Dictionary of Occupational Titles (D.O.T.) on pages 53 to 59. The "I CAN" lists are found on pages 63 to 139.

These instruments offer an opportunity to create materials for assessing experiential learning and give enough information to enable employers from various areas to adapt them to the needs of their businesses, without having to spend excessive time and money.

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DOCUMENT 13

ACCREDITATION PROCESS FOR ENROLLEMENT IN VOCATIONAL EDUCATION

TITLE	How to Get College Credit for What You Have Learned as a Homemaker and Volunteer
AUTHOR	Ekstrom, Ruth B.; Harris, Abigail M., Lockheed, Marlaine E.
	(ED 158 676, HE 010 390)

This document is designed to help women who ask for recognition of their homemaking and volunteer work in terms of college credit.

First, the authors support women in their decision to seek recognition of their prior experience and provide a variety of reasons why women are justified in applying for credits. They mention that "many colleges are beginning to recognize that what is important in education is what a student has actually studied and learned and not the number of hours of teaching that a student has received or the amount of time she has spent in the classroom". The authors add that it is possible that some people have worked in various fields of activities without learning anything. Therefore, it is important for women who have acquired some skills to have the opportunity to prove that they have done so. This learning experience may be recognized in various ways. The Council for Advancement of Experiential Learning (CAEL), which is made up of colleges interested in this new credentialing method, helps evaluate these different kinds of learning. Also, some "internal degree programs" with credits acquired outside high school already exist in several American states, especially in California, Connecticut, Florida, Illinois, New Jersey and New York.

The Educational Testing Service, under a grant from the Fund for the Improvement of Postsecondary Education, carried out a project which focused on accrediting homemaking and volunteer experience. Their findings made possible the writing of many articles and the development of teaching and other material which is useful to colleges. The original document is divided into two parts. The first contains descriptive information while the second is a handbook intended for the candidate seeking recognition.

PART I

13.1 What kind of skills and learning do women acquire as homemakers and volunteers?

Each woman prepares a review of what she has done. She has to describe all her experiences as well as the learning outcomes. Examples of homemaking and volunteer tasks are provided.

EXAMPLE 13-A

SOME TYPICAL HOMEMAKING ACTIVITIES *

- Budgeting, family financial planning and management.
- Child care: for infants, toddlers, other preschoolers, elementary school age, teenagers, etc. Includes physical care; planning play activities; teaching games, songs and skills; guiding moral development, etc.
- Communicating with others: includes writing letters, making phone calls, placing orders for goods and services, etc.
- Gardening and plant care: includes care of lawn, flower and vegetable gardens, houseplants.
- Home maintenance: includes diagnosing and correcting housing problems such as interior and exterior painting, roofing, wiring, plumbing, building bookshelves or cupboards, etc.
- Home nursing for children and adults: includes care during normal childhood diseases and also care of handicapped children and adults, senile adults, etc.
- Identifying and obtaining needed community services: finding out about Social Security, welfare, adoption, drug and alcoholism centers, etc., and how to get help from them.
- Interior decorating: planning or repairing new slipcovers, curtains, or upholstery, new rugs or furniture, rearranging furniture, etc.
- Laundry and housecleaning.
- Meal planning and preparation.
- Pet care.
- Sewing, needlework - includes making clothing, slipcovers, curtains, etc., knitting, crocheting, needlepoint, etc.

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* Reproduction, p.7 of original document (Ekstrom, Harris and Lockheed).

EXAMPLE 13-B

VOLUNTEER PROGRAMS *

ADMINISTRATION AND ORGANIZATION

Operating volunteer bureaus; mounting recruitment drives, award programs; volunteer orientation.

CIVIC AFFAIRS

Stimulating community interests in government; assisting in voter registration; engaging in lobbying; proposing legislation.

COMMUNICATIONS AND PUBLIC RELATIONS

Writing copy, newsletters, educational material, bulletins, radio scripts for programs; manning speakers bureaus.

COMMUNITY SERVICES

Serving on advisory bodies to government; organizing self-help groups; forming coalitions for planning and action; manning information centers; participating in broad community improvement programs.

CONSUMER SERVICES

Educating people on how to get more for their money, how to budget, what to buy, pitfalls of credit; setting up co-ops and buying groups; answering consumer complaints and investigating fraud.

CULTURAL ACTIVITIES

Teaching arts, bringing theatre and music to schools and ghettos; acting as guides and lecturers in museums.

EDUCATION

Improving the educational level of young and old; serving as teacher aides, tutoring children and illiterates, teaching English as a second language, contributing to school talent banks, getting books to kids, bolstering library services; keeping children in school or returning drop-outs, providing scholarships.

EMPLOYMENT AND JOBS

Counseling young people on careers; mounting career fairs; improving employment possibilities through job orientation; providing skill training, placement services.

ENTREPRENEURSHIP

Assisting minorities in setting up their own businesses; providing consulting and advisory services, management training and financial assistance.

FAMILY-, YOUTH-, AND CHILDREN-ORIENTED SERVICES

Serving as big brothers and sisters, starting and operating day care services, improving homemaking skills of the inexperienced; providing foster homes; brightening and enriching residential facilities like orphanages; adopting and acting as a problem-solver for underprivileged families.

GIVE-AWAY PROGRAMS

Providing emergency food, clothes, and household equipment to the needy and the disaster-stricken; brightening holidays with gifts; operating gift shops.

HEALTH AND MENTAL HEALTH

Educating the young and old on prevention of disease, drug addiction, alcoholism; filling numerous roles in hospitals and clinics; becoming a member of a therapeutic team to rehabilitate the mentally ill, drug addicted; helping with reintegrating into the community; bringing medical services to the poor.

HOUSING

Improving existing structures in rundown areas, getting involved in problems of relocation, investigating offenses against fair housing laws, facilitating tenant-landlord relationships, advising new home owners on property management, mortgages, insurance, budgets.

INTERRACIAL/INTERETHNIC/INTERGROUP RELATIONS

Establishing programs to reach inner-city people; participating in efforts for integration; bridging the generation gap.

LEGAL RIGHTS, LAW ENFORCEMENT AND CRIME PREVENTION

Serving as a probation aide; providing law education for lay groups; improving police-community relations; befriending prisoners while in jail and afterwards; taking part in volunteer programs in juvenile institutions.

NUTRITION

Teaching good eating habits, better food preparation; promoting school lunch programs; helping in school cafeterias; aiding in food distribution; delivering meals to the old, the ill, the handicapped.

PHYSICAL ENVIRONMENT, EXCEPT HOUSING

Fighting the further spread of pollution through research, data gathering and code enforcement; restoring land, waters; improving the urban scene; creating playgrounds and parks; cleaning up littered highways.

PSYCHOLOGICAL/SOCIAL SUPPORT SERVICES

Providing companionship to the shut-in, the aged; becoming a foster parent; sharing housekeeping skills; giving telephone guidance and reassurance.

RECREATION

Providing play activities and play space; coaching in sports; teaching arts and crafts; giving parties for children, senior citizens; making vacations possible for the disadvantaged, the retarded, the handicapped; promoting community swimming pools; serving in drop-in centers.

TRANSPORTATION

Chauffering; driver education; safety education; programs including driver training component.

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* Reproduction, p.9-10 of original document (Ekstrom, Harris and Lockheed)

When a woman has read over the list of the main homemaking and volunteer tasks, it is suggested that she obtain information from a selected college on how she can best demonstrate her skills. Thus, an institution may request that a woman who would like to register in a communications program, for example, write a text and make a presentation in front of a group of teachers and students. The "I CAN" list included in the workbook helps her to make an inventory of her skills.

13.2 What kind of information will the college want?

The student is advised by the college that much information will be required from her before she is granted the requested credits. Most colleges will call for one or more interviews and she will probably be assigned a person to assist her in preparing an inventory of her prior experiences. After these interviews, it is likely that the student will be asked to present a written description of what she has accomplished. She is advised to meet first with a counselor from the college. She also receives a warning against taking too much time in writing a detailed report prior to knowing whether the college requires this kind of work.

When the student completes the list of her skills, she breaks down the list according to the kinds of work accomplished, remembering that there is a difference between the type of organization where the work was done and the kind of work activity:

Types of volunteer organizations

- health and hospital groups
- educational groups
- justice, legal rights and law enforcement groups
- religious groups
- political groups
- professional and union groups

Kind of work activity

- administration
- public relations and fund raising
- direct service to other people (such as serving as a tutor, a counselor, or a youth group leader
- indirect services to others (such as doing research about community needs or lobbying for new laws).

EXAMPLE 13-C

IDENTIFYING LEARNING EXPERIENCES *

CANDIDATE	Jane Jones
- Now	Member of the City Parks Commission; homemaker-mother of two teenage children.
- Last year	Lobbied for increased parks appropriation before mayor's council.
- The three years before that	Wrote articles for local newspaper on need for better parks for Neighborhood Parks Association.
- Five years ago	Organized Neighborhood Parks Association and served as first president.

Jane has been involved in several different kinds of volunteer work. When her children were small, she organized a neighborhood play group with four other mothers. Each mother took care of all of the children one day a week and organized games, neighborhood trips, etc, for the children.

When Jane took the play group to the neighborhood park, she noticed that the park was littered and dirty, and that many swings and other play equipment were broken, so the children could not use them. She talked with the families of the children in the play group and other families in the neighborhood about the bad condition of the park. When they were unable to get the city to do anything about the park, Jane organized the neighborhood for a park clean-up campaign. This became a yearly activity and eventually a Neighborhood Park Association was formed. As president of the Neighborhood Parks Association, Jane wrote a letter to one of the city newspapers about the bad condition of this and many other neighborhood parks in the city. As a result of her letter, the newspaper editor asked her if she would like to write a series of articles about the need for better parks. Last year Jane made an appointment with the mayor and several city officials to find out, for her newspaper articles, why the parks were in such a bad condition. When they told her that the city did not have enough money for the parks, she began to attend the open meetings of the mayor's council and to talk with the council members about the need for more momeny for the neighborhood parks. As a result of Jane's efforts, the money for the parks was increased. This year the mayor asked her to be one of the five members of the City Parks Commission.

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* Reproduction, pp 16-17 of original document (Ekstrom, Harris and Lockheed)

It is only at the end of these exercises that the institution suggests that the student reads the "I CAN" list (see Appendix). For this matter, she is advised that, even though she has several home and volunteer skills, she must not expect that all these abilities will be recognized. When she has read the "I CAN" list, the student should be ready to draw her own list.

EXAMPLE 13-D

LIST OF ACTIVITIES INCUMBENT TO THE ORGANIZER OF A PLAY GROUP *

- Get other parents to work cooperatively with me
- Set up and keep a work schedule, including coping with emergency changes
- Plan activities appropriate for preschool children
- Teach games to preschool children
- Teach arts and crafts to preschool children
- Tell stories to preschool children
- Teach children about their neighborhood and community
- Plan and prepare nutritious meals suitable for preschool children
- Give first-aid for simple emergencies
- Recognize the symptoms of common childhood diseases.

---

* Reproduction, p.17 of original document (Ekstrom, Harris and Lockheed)

13.2.1 Documenting the candidate's experience

When the "I CAN" list has been read, and the skills are divided into groups, the college will probably require a demonstration of her skills. In most cases, this demonstration can be done, in one or more of the following three ways:

Examinations

These examinations are of two kinds:

1. Tests which are designed for students in many different colleges
    - College Level Examination Programs (CLEP)
        - general examinations
        - subject examinations
2. Tests designed by a college for its own student clientele.

Evidence from others

This recognition is achieved in three ways:

1. Description of the instructions or training which you received.
2. Description of your volunteer work.
3. Evaluation of the work which you accomplished.

At present there are two assessment centers for learning acquired in business, industries and volunteer groups:

- the University of the State of New York's Office of Noncollegiate Sponsored Instruction, and
- the American Council on Education's Office on Education Credit.

The authors recommend that women who wish to obtain recognition of their volunteer work supply a detailed description of their training, including:

- a summary of what was taught
- the name of the person who gave the teaching
- the number of hours or days of instruction
- the instructional materials (books, films, etc).

As much as possible, candidates should include a photocopy of the certificate which attests to the training they received in this volunteer association.

A second way to prove prior learning is to present a definition of tasks related to a volunteer job, including:

- the kinds of tasks accomplished
- the amount of supervision received
- the amount of responsibility taken

When applying for recognition of homemaking activities, the candidate will have to put in writing a description of the tasks which she performed. She will do the same when asking recognition of volunteer work if the Volunteer Center does not have proper forms.

The third way to establish proof of prior learning is to provide an evaluation report of the work done. This report includes:

- the nature of the work done
- the particular duties performed
- the amount of time spent doing this work
- an evaluation of the quality of the work done

The name, address and the title of the supervisor or assessor should be indicated.

It is pointed out to participants that this assessment report should demonstrate the learning which has resulted from the work done and the skills that result from it. Therefore, it is different from a letter of recommendation. This proof of evidence of the candidate's competencies may be used by colleges to:

- verify that what was reported is accurate
- validate your experience

Because of a lack of official data concerning evaluation of volunteer activities, two documents have been produced to be used by volunteer organizations: Personal Career Portfolio of the National Council of Jewish Women and the Experience and Training Record of the Riverside California Volunteer Center.

Evidence presented by the candidate

A third way of demonstrating skills is the presentation of proof of competence by the candidate herself and the authors suggest four ways to make this evidence:

- portfolios
- written descriptions
- checklists
- work samples

The authors observe that among the various methods, the portfolio remains the most accurate method and they recommend a book by CAEL: Assessing Prior Learning: A CAEL Student Guide by Audrey Forrest.

A portfolio includes:

- a table of contents
- your autobiography
- description of learning
- specific requests for credit or recognition of learning
- appendix (including work samples)

The authors advise the student of her rights, and of the process which is followed in order to have homemaking and volunteer experience accredited.

13.3 How colleges may use the information provided by the candidate

Colleges wish to get information because they want:

- to verify that you really have done the things which you said you have done
- to assess what you learned from these experiences.

N.B.: It is necessary to identify as well the KIND of learning.

There are two main ways offered to a candidate and her counselor when evaluating her experience:

- formal assessment method, such as the standardized tests and examinations, such as CLEP (College Level Examination Programs)
- informal review methods which is a decision to award or not to award credit, from review of experiential learning (interview and portfolio evaluation)

EXAMPLE 13-E

QUESTIONS FOR ASSESSING YOUR VOLUNTEER LEADERSHIP EXPERIENCE PROVIDED BY THE MINNESOTA METROPOLITAN STATE COLLEGE *

1. What long-range and short-term goals form the basis of the principal organization which you have served in a leadership capacity? To what extent were you a determining factor in establishing or redirecting those goals?

2. In light of these long-range and short-term goals, what action priorities have been established? What has been your role in establishing these priorities? What factors do you see as the primary determinants of appropriate priorities for directing the work of a volunteer organization?

3. Is there ever a reason for disbanding or substantially altering the objectives and functions of an organization such as this? If so, under what circumstances? To what extent have you been involved in such a procedure, and how would you evaluate the success of the changes?

4. In what ways are the goals and specific priorities of this organization similar to, or different from, those other types of organizations of which you have been a member, or which you have served in a leadership capacity? (This may include other volunteer organizations or those supported with a different financial and membership base).

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* Reproduction, p. 32 of original document (Ekstrom, Harris and Lockheed)

EXAMPLE 13-F

QUESTIONS FOR EVALUATING YOUR HOMEMAKING EXPERIENCE PROVIDED BY THE MINNESOTA METROPOLITAN STATE COLLEGE *

1. In your household who pays the bills, and on what schedule are these payments made? How were these determinations made and why?

2. What procedures did you and other members of your family, if any, use in establishing your budget? Without specifying amounts, generally describe proportions used for various components of the budget. How would you evaluate the effectiveness of the budget plan which you are now using?

3. If you do not use a formal budget in operating your home, what form of financial management do you use? How would you evaluate its effectiveness?

4. What procedures do you use to determine when to buy a new household item, such as an applicance or a piece of furniture? Why do you use that procedure?

5. What methods do you use to determine which products are of appropriately high quality? Explain your criteria for judging both quality products and places from which to buy those items.

6. Have any changes in your financial situation or life style necessitated changes in buying patterns? Explain these and evaluate their effects on your decisions regarding when and what to buy.

7. To what extent have you or your family placed money into some type of savings or investment program? Without specifying amounts or programs, explain your reasons for choosing those programs. In what ways were your choices related to factors such as number and age of children, your own or your spouse's age, future plans, etc.?

8. In selecting the savings or investment program, how much information were you able to gather regarding those programs, and what procedures did you use in obtaining necessary information?

9. What strengths and weakenesses do you see in your own skills on financial management? Are there additional areas of study or skill development which you feel would enhance your effectiveness in this area? Have you undertaken any additional study in this area?

---

* Reproduction, p.35 of original document (Ekstrom, Harris and Lockheed)

When a candidate submits her portfolio as well as other documents which confirm her experience, the college asks faculty members or other experts who belong to the assessment team, to read what she has presented.

When the college decides to evaluate prior experience, evaluation standards must be pre-determined.

13.3.1 Types of credit

Once the skills have been assessed, the college has to decide how many and what type of credits to grant. For this purpose, the ways of credentialing vary between colleges. Most colleges limit the number of credits granted for prior experience and ask the student to register in regular courses to complete the diploma requirements.

The granting of credits in certain cases may be decided on the basis that prior experience is closely related to institutional courses. In other cases, the college may decide that acquired skills are sufficient to justify placement of the candidate in an advanced course: therefore, she waives introductory courses. It also happens that some credits do not relate to specific courses (e.g. English and Psychology). In that case, it would nevertheless be mentioned in credentialing.

13.4 Costs, benefits and potential problems

The policy on credentialing prior learning varies according to colleges. Therefore, it is recommended that the candidate enquire carefully about costs, advantages and possibilities of negociations.

13.4.1 Cost of attending college

Course fees differ among institutions. Nevertheless, most colleges charge fees to cover the counselor's salary and the time of the faculty members assigned to the assessment. In some instances, the cost of testing material will be covered by the candidate. Some institutions offer a course on portfolio preparation. It is important for a potential student to be aware that costs may differ according to the number of credits requested.

Certain colleges, a few only, offer financial aid to cover assessment fees. The candidate is warned against "hidden" costs created by transportation, academic material, meals taken outside the home, a loss in salary if she holds a paid job, and all kinds of psychological and material inconveniences which can occur during the new process.

13.4.2 Benefits of seeking college credit for your competencies

Among the advantages, there is the opportunity of completing your collegiate studies more quickly and at a lower cost. Also, the flexibility of programs and the opportunity of receiving an equitable and official recognition of skills can be appreciated.

13.4.3 Problems which might be encountered

One of the problems stems from the fact that certain colleges do not recognize prior experience. Another problem is the difficulty of transfering credits from one institution to another. A third problem arises from the mentality of some people in a position of authority who still believe that homemaking and volunteer work are not "real work".

The authors insist that the nature of the work and the quality of experience are what counts and not the salary earned.

PART II

This workbook is made of a variety of instruments which provide women with an opportunity of following a step by step process.

EXAMPLES OF QUESTIONS THAT COULD BE ASKED TO A CANDIDATE:

(adapted from original document)

1. What would you like to be doing:

   a) five years from now?

   ____

   ____

   ____

   b) ten years from now?

   ____

   ____

   ____

2. What things do you need to learn or be able to do, in addition to your present skills and knowledge, in order to reach these goals?

   ____

   ____

   ____

3. Which of these things can you learn at college or from other kinds of formal training?

   ____

   ____

   ____

4. Who are some of the people who can help you find out more about job requirements, if this is your interest?

	NAME	ADDRESS	PHONE
Counselors:			
Possible employers:			
Women now holding such jobs:			

The authors inform women of the existence of the U.S. Civil Service Commission which recognize volunteer experience and certain names of states who do the same thing (see appendix).

After consulting different resource persons, the candidate may notice that she need to take only a few courses before applying for a job, or she may decide on the type of program she needs. The authors suggest that she meet with a counselor and specify her interest, and then choose the relevant programs.

13.5 Deciding on your college program

Before deciding on a specific college, the student must gather information on different programs offered in the college network.

She must also decide whether she wants her education recognized by a certificate, diploma or other kind of attestation. This decision will lead her to register in the credit or non-credit courses for which she will expect official record.

She must write to institutions where she previously followed courses to have them transfer her final grades to the college where she plans to be admitted.

In order to decide whether she must choose credit or noncredit courses, the authors suggest that she complete the following exercise (adapted from original document):

1. Think back over your goals and your reasons for attending college. Will credit or noncredit courses be best for you?

   Credit ____________ Noncredit ____________

   Why? ____
   ____

In a situation where either kind of courses answers her needs equally, she can compare the costs. If the cost and other factors (such as place where it is offered) are identical, it is suggested that she take credit courses.

She also receives explanations about collegial and university systems and different programs offered.

2. Review your goals and reasons for attending college. Do they require that you obtain a college degree?

   Yes _______ No _______

   Why? ____

   ____

   ____

3. If your goals require a college degree, what kind of degree is needed?

   ___ Associate degree
   ___ Bachelor's degree
   ___ Master's or Doctor's degree
   ___ Other (What ? ____)

The following decision concerns the amount of time that will be involved in the activities linked to a return to school. She must decide between a full-time and a part-time program. She must take into consideration time spent at the library, in labs, for homework and commuting. She must evaluate the time dedicated to family and the home in general, including paid work and volunteer activities she wants to fulfill.

4. Aproximately how many hours each week do you now spend doing things in your home and/or for your family? _________

   a) Can you spend fewer hours on these if you attend college?
   Yes _______ No _______

   b) What are some of the ways that you could reduce or change the amount of time you now spend on homemaking and family responsibilities?

___ Do some things less fequently
___ Change the days or time of day when certain kinds of work are done
___ Find someone else (husband, child, parent, relative, neighbor, friend) to help you do these things
___ Find a person or service whom you can hire to do these things
___ Other ____
____

5. About how many hours a week do you now spend on paid and/or volunteer work?

a) Can you spend fewer hours on these if you attend college?

Yes _______ No _______

b) What are some of the ways you could reduce or change the amount of time you now spend on paid and/or volunteer work?

___ Work fewer hours
___ Work different hours or shift
___ Ask employer or volunteer agency for time off to attend college classes
___ Other ____
____

c) If you work fewer hours, will you be able to pay college costs and meet your other financial responsibilities?

Yes _______ No _______

Now, go back over your responses in this section. Do you think you should plan to attend college full time or part time?

Full time _______ Part time _______

Why? ____
____

If you are in doubt about what to do, it is probably better to start by attending college part time.

13.6 Finding out about colleges

The candidate must gather the necessary information about the colleges where she can acquire the education of her choice. Among accessible resources, she can use a repertory from "brokering" agencies, from the "Directory of Educational and Career Information Service for Adult" and from the list from Catalyst about women's network.

There are three types of colleges: 1) colleges in the community where they live, 2) colleges who offer "external" degree (off--campus), and 3) colleges who offer mature students diploma programs.

The candidates may also obtain information about colleges using the following suggestions from the authors (adapted from the original document):

1. What kind of courses or degree program do you want to take?

2. List below the names of some colleges that you learned about which give these courses.

   - Does the college allow students to attend either part time or full time?
   - Does the college require students to be enrolled in a program which leads to a degree?

- Does the college provide special services for women or mature students, such as special counseling or child care facilities?

3. List below the names of colleges which both meet your needs and have the courses you want to take.

   N.B.: Find out if the college awards credit for experiential learning. A CAEL (Council for Advancement of Experiential Learning) directory of colleges is available.

4. Which colleges on the list that you have prepared (those that meet your needs and have the courses you want) also give credit for experiential learning?

5. Is there a statewide external degree program in your state?

   Yes _______ No _______

6. What external degree programs offer the courses you want and meet your other needs?

7. What are the names of some colleges with special programs for adult students?

8. Do any of these offer the courses you want and meet your other needs?

   Yes _______ No _______

   Which ones? _______________________

13.7 The interview

All the steps described previously will prepare the candidate for the interview. An appointment for an interview with a counselor for adults, or with a counselor specialized in women's studies, is made at the admissions office of the selected college.

At this time, the candidate should be in a position to give the counselor the information on objectives which she has set for herself and on the academic background which she has acquired up to now.

Then, the authors suggest to the candidate a number of relevant questions to ask (adapted from the original document):

1. What are your admission requirements?
    a) Will I have to complete an application form?
    Yes ________ (get a copy of it) No ________
    b) Is there a fee for applying for admission?
    Yes ________ (How much?) No ________
    c) What transcripts or other school records are required?
    ____
    ____
    d) Are entrance examinations required?
    Yes ________ No ________
    If so, which one(s)? ____________________
    How do I apply to take it? ____________________
    How much will it cost? ____________________

e) Is there an application deadline?

Yes ________ (when? ________) No _______

f) Are there any other admission requirements?

Yes ________ No _______

If so, which ones?

____

____

g) Do you have materials describing the application process?

Yes ________ (get one) No _______

2. What are your financial aid policies?

a) Is aid available to part-time students as well as full-time students?

Yes ________ No ________

b) Is financial aid application form required

Yes ________ (get a copy) No ________

c) Is there a fee for submitting a financial aid application?

Yes ________ (how much? _____) No ________

d) Is there a deadline for submitting a financial aid application?

Yes ________ (when? ________) No ________

e) Do you have a student loan program?

Yes ________ (get information about it) No _______

f) Do you have a work-study program?

Yes ________ (get information about it) No _______

g) Do you have materials describing your financial aid program and scholarships?

Yes ________ (get information about it) No _______

3. What are the course costs and requirements?

a) How many courses or credits must I take?

____

(Be sure to find out the total number required for graduation or certification and also the number which you will actually have to take.)

b) What is the cost of a course or credit?

____

c) How many courses or credits can be taken in a term (semester, quarter)? ________________________

d) Will this college accept my transfer credits from another college?

Yes ______ How many credits can be accepted? ____________

No ______

e) Will this college let me get credit by examination?

Yes ______ What examinations? ________________

____

What is their cost? ________________

____

How many credits are possible? ____________

No ______

f) Does this college give credit for experiential learning?

Yes ______ What is the cost for this? ____________

____

How many credits are possible? ____________

No ______

If you are interested in a particular program, curriculum or department, be sure to ask to talk with someone who can tell you about it in detail.

4. What services does this college provide for students like me?

Child care: Yes _______ (Cost? _______) No _______

Counseling: Yes _______ (Cost? _______) No _______

Employment opportunities:
Yes _______ Part-time or full-time? _______

On or off campus? ____________

How much can be earned? _______

Health care: Yes _______ (Cost? _______) No _______

Program for adult women students:
Yes _______ No _______

Women's centers: Yes _______ No _______

Other: What? ____

____

13.7.1 Reviewing the candidate's background

Upon admission, the counselor will probably want to be informed about the academic background and learning experience of the candidate. The following exercise will help her review what she has done (adapted from the original document).

1. Previous formal education:

a) High school Yes _______ No _______
Where? ______________________________________

Did you graduate? Yes _______ No _______
What year? ______________________________________

If you did not graduate, do you have a high school equivalency certificate? Yes _______ No _______

What courses did you take in high school? ____________________
____

Which did you like best? ____________________________
____

Which did you like least? ___________________________
____

b) College

Where? ____

For how many years? ________________________________

Which courses did you take? __________________________
____

(The student is asked to answer this set of questions for every college attended)

2. Nonformal experience learning experience:

a) What paid jobs have you had? _______________________
____

For how long? ___________________________________

Does it involve special training programs for you? Yes __ No ___

If so, what kind of training? _________________________
____

Do you have descriptions of the job and recommendation from your employer? Yes ___ No ___

(The student is asked to answer this set of questions for every job held).

b) What kind(s) of volunteer work have you done? __________

For how long? ___________________________________

Did your volunteer job involve special training programs for you? Yes ___ No ___

If so, what kind of training? _________________________

Do you have descriptions of your volunteer work and recommendations from your supervisor? Yes ___ No ___

(The student is asked to answer this set of questions for every volunteer job she has held).

c) What other learning experiences have you had?
Homemaking: ____
____
____

Travel: ____
____
____

Once the candidate has reviewed her experiences, she will make a comparison study between costs incurred and the time she will be able to give to her studies.

EXAMPLE 13-G

COST COMPARISON *

	COLLEGES		
	A	B	C
1. Cost per course or credit			
2. Number of courses or credit I must take			
3. Total costs of courses (1 X 2)			
4. Additional costs			
- fees			
- charges for assessing experiential learning			
- testing charges			
- travel			
- child care			
- other			
5. Total expected cost			

* Reproduction, p.71 of original document (Ekstrom, Harris and Lockheed)

EXAMPLE 13-H

COMPARISON OF TIME REQUIRED *

	COLLEGES		
	A	B	C
A. Total number of courses or credits which I must take			
B. Number of courses or credits which can be taken each quarter, term or semester			
C. Total number of quarters, terms or semesters required for completion of programs			
D. Experiential learning credits possible			
E. Equivalency exam credits possible			
F. Other credits available			
G. Travel time involved			

* Reproduction, p.71 of original document (Ekstrom, Harris and Lockheed)

13.8 Review of the candidate's experience to obtain credit for prior learning

This part of the workbook gives an idea of the credentialing process. The author suggests that, in cases where the college does not have an assessment guide for experience, that the student gets the document called Assessing Prior Learning: A CAEL Student Guide.

The candidate may ask the institution if they have an assessment guide, what it costs and if the college offers a special course to help students prepare their request for credits.

BASIC STEPS INVOLVED IN THE PROCESS OF ACCREDITING EXPERIENTIAL LEARNING *

1. Initiating the procedure for accrediting prior learning
    a) identifying your learning experience
    b) identifying the skills and competencies underlying these experiences
    c) clustering and labeling related skills and competencies
    d) determining ways of documenting your skills and competencies.
2. Assessment
    a) identifying relevant courses or departments
    b) determining the method of assessment
    c) forming an evaluation team
    d) writing an assessment agreement
    e) documenting, measuring, and evaluating

EXAMPLE 13-I

REVIEWING YOUR EXPERIENCE *

Start by writing down the things that you are doing now.

	AT HOME	AS A VOLUNTEER
Now		
Last year		
The year before that		
Earlier		
And so on		

* Adaptation from original document, pp.74-75 (Ekstrom, Harris, Lockheed)

The candidate is encouraged to go back over her life and think of all the abilities that she has acquired. She will use the "I CAN" list to facilitate the exercise.

EXAMPLE OF ABILITIES *

COMMUNICATIONS	Editing women's group newsletter.
	Producing TV program about clean air.
	Speaking at meetings of environmental groups.
	Speaking at meetings of women's groups.

Once this exercise is completed, the candidate should be able to write up her own "I CAN" list. She shall fill as many lists as she has fields of competency.

The list reads as follows: *

In my work as a ...., I CAN:

---

* Adaptation, pp 78-81 of original document (Ekstrom, Harris, Lockheed)

13.9 Resources for documenting the candidate's experience

Once the candidate has completed all the preceeding steps, she must decide, with her counselor, on which method she should adopt in order to demonstrate her experience. One of the ways to make this demonstration is to describe prior learning:

EXAMPLE OF HOW TO DOCUMENT YOUR EXPERIENCE - VOLUNTEER WORK *

Name of training program: ______________________________

____

Name and affiliation of instructor(s): ____________________

____

Brief description of the program (objectives, outline): __________

____

Number of hours or days of training received: ______________

____

Instructional materials used (books, films, etc.): ____________

____

EXAMPLES OF QUESTIONS TO ASK REGARDING TRAINING RECEIVED THROUGH VOLUNTEER WORK *

1. Do the volunteer agencies you worked with have records showing the nature of your work and the amount of time you spent doing it?

   Yes ________ (get copies) No ________

2. Did you have a supervisor who evaluated your volunteer work?

   Yes ________ No ________

---

* Adaptation p.88-89 of original document (Ekstrom, Harris, Lockheed)

3. Do you have letters from your volunteer agency, supervisor, co-workers, or clients congratulating you on your work or praising you for your accomplishments as a volunteer?

   Yes ________ (make copies) No ________

4. Have you received any awards for your volunteer work?

   Yes ________ (make copies) No ________

5. Do you (or the volunteer agency) have copies of any newspaper or magazine articles that tell about skills as a homemaker or volunteer?

   Yes ________ (get or make copies) No ________

6. Do the volunteer agencies you worked with have job descriptions for the things you did?

   Yes ________ (get copies) No ________

7. Do the volunteer agencies have articles about their prorams which you could use as documentation resources?

   Yes ________ (get copies) No _______

8. Do you or the volunteer agencies have any other materials which could help you document your experiences?

   Yes ________ (what? _____________) No _____

SAMPLES OF HOW TO PREPARE DESCRIPTIONS OF YOUR VOLUNTEER WORK *

(where volunteer experiences have been less structured)

Name of job: ____

Brief description of job:

1. Major responsibilities and duties: ______________________________
   ____
2. Competencies developed in this position: ______________________
   ____
3. Number and type of people supervised: ________________________
   ____

4. Size of budget for which this position is responsible: ________

5. Amount of time spent in training:
   a) formal ________________________________
   b) on-the-job ________________________________

6. Amount of time spent on-the-job:
   a) hours per week: ____________________________
   b) number of years: ____________________________

7. Name and address of supervisor(s): ____________________
   ____

8. Awards or special recognition received: ________________
   ____

SAMPLE OF WORK EXPERIENCE *

(to be used for homemaking experiences also)

Description of work done: ______________________________
____

How work was organized and reasons for this approach: __________
____

Competencies developed in this activity: ____________________
____

Name and address of volunteer agency and/or supervisor(s): ________
____

To conclude the proof of evidence of experience the authors suggest that the candidate add proof of work done such as letters, flyers on the volunteer associations and any other informative documents which could supplement the proof already given. In a situation where it is impossible to gather enough material to certify the competence, the student should ask for an interview or apply to write exams awarding credits.

---

* Adaptation p.91-93 of original document (Ekstrom, Harris, Lockheed)

13.10 The assessment process

This process includes selecting of areas or departments to be evaluated, determining a method to be used, forming an evaluation team, preparing an assessment agreement, and conducting the assessment itself.

EXAMPLE OR WORKSHEET FOR ASSESSMENT SELECTION *

Area of subject: ____________________

Method:

1. Formal

   College-prepared test ot challenge exam in: ____________________

   Examinations (CELP, ACT-PEP, REDE, other standardized tests) in: ____________________

   Performance exam in: ____________________

   Other: ____________________

2. Informal

   Demonstration of: ____________________

   Descriptive paper about: ____________________

   Interview about: ____________________

   Portfolio covering: ____________________

   Simulation of: ____________________

   Other: ____________________

---

* Adaptation, p.97 of original document (Ekstrom, Harris, Lockheed)

EXAMPLE OF WORKSHEET FOR FORMING EVALUATION TEAMS *

Members

Area

Area

EXAMPLE OF WORKSHEET FOR ASSESSMENT AGREEMENT *

Content of assessment:

Relation to subject area or course designation:

Method of assessment:

Number of credits:

Student:

Counselor:

Assessment team:

Approved:

Date:

Once the candidate has reviewed all the steps one by one, she may decide on the assessment method she prefers. Then, it is up to the people responsible for the recognition of prior learning within colleges to make a final decision, just as they do for regular courses.

---

* Adaptation, p.103 of original document (Ekstrom, Harris, Lockheed)

REFERENCES

American College Testing-Proficiency Examination Program (ACT-PEP), P.O. Box 168, Iowa City, Iowa 52240

Catalyst, 14 East 60th Street, New York 10022

College Level Examination Programs (CLEP), Educational Testing Service, Princeton, New Jersey 08541

Directory of Educational and Career Information Services for Adults, National Center for Educational Brokering, 1211 Connecticut Avenue, N.W. Washington, DC 20036

Experience and Training Record, Riverside, California Volunteer Center

Forrest, Audrey, Assessing Prior Learning, A CAEL Student Guide, CAEL (Council for the Advancement of Experiential Learning), American City Building, Suite 212, Columbia, MA 21044

Job Hunter's Kit, American Association of University Women, 2401 Virginia Avenue, N.W., Washington, DC 20037

Minnesota Metropolitain State College

National Directory of Women's Employment Programs, Wider Opportunities for Women, 1511 K Street, N.W. Washington, DC 20005

Paying for College: A Guide for Adult Learners, College Entrance Examination Board, Publications Orders Department C-88, Box 2815, Princeton, New Jersey 08541

Personal Career Portfolio, National Council of Jewish Women

Project HAVE Skills, Educational Testing Service, Princeton, New Jersey 08541

The American Council on Education's Office on Educational Credit

The University of the State of New York's Office of Noncollegiate Sponsored Instruction

U.S. Civil Service Commission

Women's Career Program, Northeastern University, 360 Huntington Avenue, Boston, Massachusetts 02115

Women's Management Development Project, Goucher College, Towson, Maryland 21204

DOCUMENT 14

ACCREDITATION PROCESS FOR ENTRY INTO THE JOB MARKET

TITLE	Project HAVE Skills - A program to Help Women Find Jobs Using Their Homemaking and Volunteer Work Skills - Women's Workbook
AUTHOR	Ekstrom, Ruth B.
	(ED 216 265)

This document was designed especially for women who, having spent several years doing homemaking and volunteer work, wish to seek a job. However, Ekstrom mentions that this document may also serve the needs of women who wish to change jobs. This instrument can be used along with the Counselor's Guide described in Document 11 of this report.

14.1 HAVE Skills approach to finding a job

This approach is divided into ten steps:

1. Review your experiences. List the things you have done on Work Sheet #1.
2. Group related experiences. Put together experiences that are similar. List them on Work Sheet #2.
3. Identify the skills that you used or learned through these experiences. The "I CAN" lists will help you do this. Make your own "I CAN" lists on Work Sheet #3.

4. Use the HAVE Skills Work Groups Chart and Table to find areas of work that use your skills. List these work groups on Work Sheet #4.

5. Use the HAVE Skills Job Exploration Table and other materials to identify possible jobs in these work areas. List these jobs on Work Sheet #5.

6. Identify your job needs and values. List these on Work Sheet #6.

7. Learn about the jobs you listed on Work Sheet #5. Write what you learn on Work Sheet #7. Decide which jobs meet your needs and values.

8. Learn how to find a job. Put this job-finding information on Work Sheet #8.

9. Plan your job search. Keep a record of your search on Work Sheet #9.

10. Get the job that uses your skills and meets your needs.

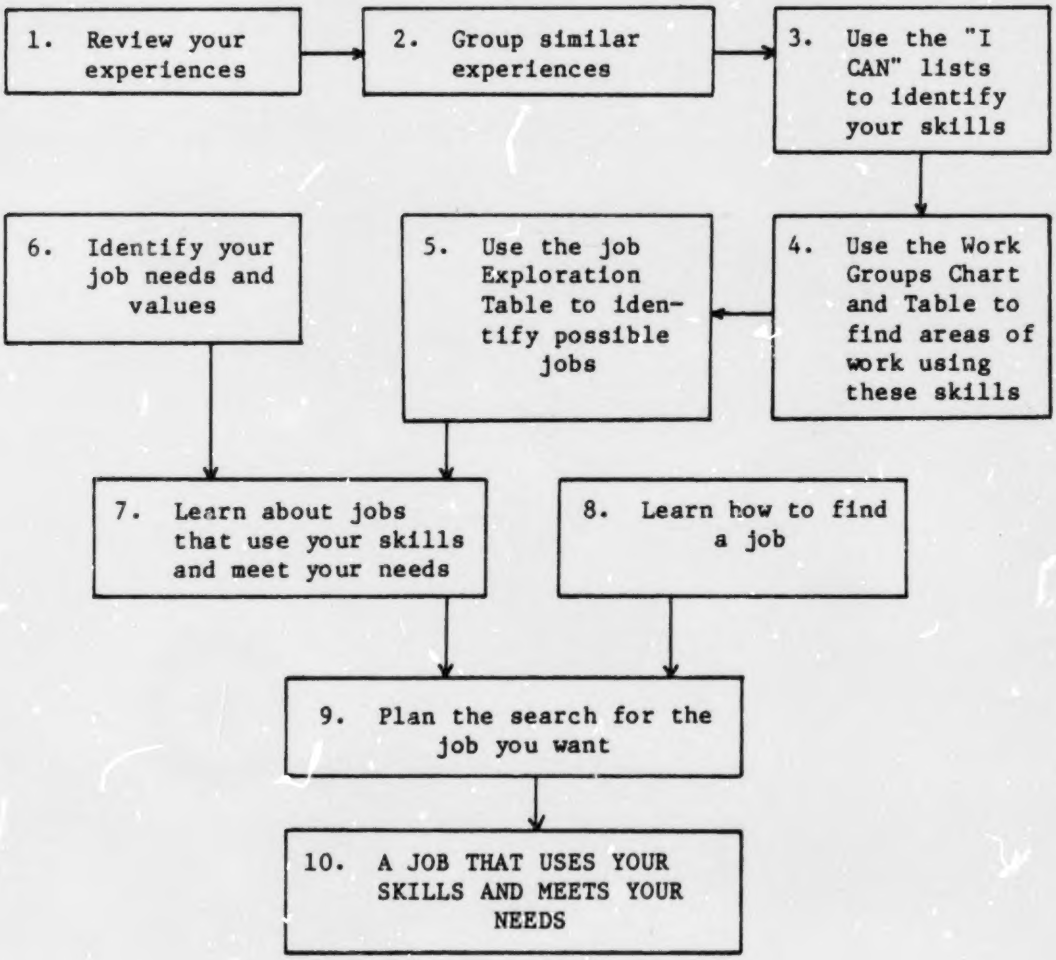
14.2 Questions asked by women returning to paid work

In the second chapter, Ekstrom assures homemakers and volunteers about the variety of skills they have acquired. To questions like "How can I tell if I have job-relevant skills?", she replies by introducing an inventory of skills from "Project Second Start" of Brooklyn, New York. These include:

> Organizational, managerial and leadership abilities acquired through experience in community planning and politics, and from belonging to tenants' rights, women's rights, and religious groups.
>
> Technical and professional skills, such as accounting, editing, researching, and translating.
>
> Recreational and cultural skills acquired through experience in the theater, arts and crafts, music, dance, painting and decorating.
>
> Skills in health, education and welfare from working with children, youth groups, and the aged either in the home or in child care facilities, counseling centers, and hospitals.

TABLE 14-A

THE HAVE SKILLS JOB-FINDING MAP *


1. Review your experiences
2. Group similar experiences
3. Use the "I CAN" lists to identify your skills
4. Use the Work Groups Chart and Table to find areas of work using these skills
5. Use the job Exploration Table to identify possible jobs
6. Identify your job needs and values
7. Learn about jobs that use your skills and meet your needs
8. Learn how to find a job
9. Plan the search for the job you want
10. A JOB THAT USES YOUR SKILLS AND MEETS YOUR NEEDS

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* Reproduction, p. 3 of original document (Ekstrom)

The author recommends that women carefully identify all kinds of non paid work which they have done, from homemaking tasks to a large variety of volunteer activities, including city council, church groups, etc. In cases where a person thinks she has never performed any of the tasks mentioned, Ekstrom mentions that there are other fields of competence to be demonstrated.

Another question coming up is: "How can homemaking and volunteer work help me to find a job?". The author suggests two ways: 1) It can give you the chance to try out several possible careers before you make the final choice about a paid job; 2) It can give you the chance to learn new skills that can be used when you begin a paid job or change jobs.

This analysis of women's skills makes women become more aware of their own interests and abilities. It enables them to make better decisions about jobs and to discover jobs they would not otherwise have considered.

How can I avoid low paying and dead-end jobs?

Since women tend to work in a few traditional female jobs with little variety, Ekstrom presents a list of jobs with annual salaries and a list of traditional male jobs with salaries. The second list enables them to compare the income gaps between the two.

As mentioned previously, this document can be used along with the Counselor's Guide and covers: review of experience, identification of skills, matching skills to jobs, learning about jobs and job search. It also offers a list of books. The appendices include "I CAN" lists, Work Group Descriptions, the HAVE Skills Groups Table and the HAVE Skills Job Exploration Table.

CONCLUSION

The recognition of experiential learning in the United States goes as far back as the 1940's and is generated by a problem that arose at the end of World War II. When servicemen quit the Armed Forces, they could not find jobs matching their skills, and the governments, the Army, the business and education worlds worked together to find ways to recognize the skills acquired by military people.

Later on, industries and educational institutions developed methods to recognize experience for workers in general, so that these people had the opportunity to recycle, apply for a new job and gain advancement.

Since the turn of the century, many authors have put emphasis in research projects intended to recognize women's prior experience; more recently Dr Ruth B. Ekstrom from Educational Testing Service, Princeton, New Jersey, has devoted time and effort to this recognition for women in particular. Several research projects and experimentations now offer the possibility to recognize the tremendous contribution of women to their families and to society as a whole.

In consulting this report, one can see the quantity and quality of many researchers' work, and tabulate what, up to now, could not be officially recognized. This is the result of ten to fifteen years of research.

Anyone wanting to recognize women's prior learning experience cannot ignore that, in the United States, the work is done professionally. It is thus imperative to prove the evidence of competence, meaning "giving credit where credit is due" in relation to specific courses or jobs, using a tested scientific approach while keeping in mind the objective of giving value to the individual.

Any other attempts by amateurs to recognize women's experience with untested scientific methods, would harm women's status, deprive them of the recognition of their deepest values and could not in any way answer the objectives of equity and social justice which are inherent to the fundamental philosophy of Quebec.